

ORIGINAL.

File No. 64 of 1916.

1916.

GOVERNMENT OF INDIA
DEPARTMENT OF REVENUE AND AGRICULTURE.

AGRICULTURE.

MARCH.

A Proceedings—Nos. 6 to 12.

(1) *Recommendations of the Board of Agriculture in India, 1913, regarding Agricultural Education.*

(2) *Conference on Agricultural Education at Pusa on 4th and 5th February 1916.*

TABLE OF CONTENTS.

Proceedings Nos.	No. and Date of Letter and Contents.	Serial No.	Page in A Proceedings.
6	<p>To the Agricultural Adviser to the Government of India, No. 44, dated 13th January 1916. Informs him that the Hon'ble Mr. Lalubhai Samaldas, C.I.E., Bombay, and Rai Jawala Prasad Bahadur, Government Pleader, Arrah, have been invited to attend the Conference on Agricultural Education at Pusa on the 4th February 1916, and sanctions the grant to each of these gentlemen of the usual travelling and halting allowances under the Civil Service Regulations to a first class Gazetted officer. Authorises him to meet the expenditure on this account as well as any other expenses in connection with the conference itself by re-appropriation from savings anticipated in his budget estimates for 1915-16, under the head of "Salaries of Gazetted Officers".</p> <p>Endorsement No. 45, dated idem. Copy forwarded to the Finance Department for information.</p>	1	1

P. T. O.

TABLE OF CONTENTS—concluded.

Proceedings No.	No. and Date of Letter and Contents.	Serial No.	Page in A' Proceedings.
7	To the Government of the United Provinces, telegram No. 241-C., dated 18th January 1916. States that the attendance of Mr. de la Fosse at Pusa on the 4th February is not essential, but that it is hoped that it may be possible for him to arrive Pusa on 5th or 6th.	2	1
8	To B. Coventry, Esq., C.I.E., Agricultural Adviser to the Government of India ; G. F. Keatinge, Esq., C.I.E., Director of Agriculture, Bombay ; J. MacKenna, Esq., M.A., I.C.S., Deputy Commissioner, Myaungmya, (Burma) ; A. C. Dobbs, Esq., Deputy Director of Agriculture, Bihar and Orissa ; R. W. B. C. Wood, Esq., Principal, Agricultural College, Coimbatore, Madras ; D. Clouston, Esq., Deputy Director of Agriculture, Central Provinces ; G. Clarke, Esq., Agricultural Chemist, United Provinces ; J. H. Barnes, Esq., Agricultural Chemist and Principal of the Agricultural College, Lyallpur ; the Hon'ble Mr. C. F. de la Fosse, Director of Public Instruction, United Provinces ; S. H. Fremantle, Esq., C.I.E., Collector of Allahabad ; The Hon'ble Mr. J. G. Cumming, C.I.E., Bengal ; The Hon'ble Mr. H. Sharp, C.S.I., C.I.E., Department of Education, Government of India ; The Hon'ble Mr. Lalubhai Samaldas, C.I.E., Bombay, and Rai Jawala Prasad, Bahadur, Arrah, letters Nos. 264-277-C., dated 21st January 1916. Forwards a copy of the heads for discussion at the Conference on Agricultural Education which will meet at Pusa on the 4th February 1916.	3	1
9	Press Communiqué, dated Delhi, the 21st January 1916. Publishes the decision of the Government of India to convene a small informal Conference on Agricultural Education at Pusa on 4th February 1916, under the presidency of the Hon'ble Mr. C. H. A. Hill, C.S.I., C.I.E., I.C.S., to discuss the subject in all its bearings, and summarises the main questions which will come under the consideration of the Conference.	4	2
10	From Rai Jawala Prasad Bahadur, B.A., LL.B., Judge-Designate, Patna High Court, dated 2nd February 1916. Regrets his inability to attend the Conference on Agricultural Education ; offers certain remarks on the subjects proposed to be taken up at the Conference, and requests to be supplied with a copy of the Proceedings of the Conference.	5	3
11	From Rai Jawala Prasad Bahadur, B.A., LL.B., dated 11th February 1916. Forwards a letter from one Laxmi Narain of Aurangabad suggesting that his magazine "Grihastha" should be encouraged by the Agricultural Department. Requests to be supplied with a copy of the full report of the Proceedings of the Pusa Conference and of the Resolutions passed thereat. Adds that an Agricultural School near Behea in the Arrah District can, with profit to the public and to the Department, be started.	6	4
12	To Rai Bahadur Jawala Prasad, No. 343-C., dated 22nd February 1916. Acknowledges receipt of his letters, and states that they will receive due attention when the report of the Proceedings of the Agricultural Conference held at Pusa on the 4th February 1916, is received.	7	5

NOTES.

AGRICULTURE—A, MARCH 1916.

Nos. 6—12.

(1) RECOMMENDATIONS OF THE BOARD OF AGRICULTURE IN INDIA, File No. 64
1913, REGARDING AGRICULTURAL EDUCATION. of 1916.

(2) CONFERENCE ON AGRICULTURAL EDUCATION AT PUSA ON 4TH AND
5TH FEBRUARY 1916.

FROM THE AGRICULTURAL ADVISER TO THE GOVERNMENT OF INDIA, No. 3044, DATED 13TH
JANUARY 1914.

*Submits the Proceedings of the 8th Meeting of the Board of Agriculture in India held at
Coimbatore, Madras Presidency, on the 8th December 1913 and following days, and
states that the Proceedings have been recorded by Mr. A. C. Dobbs, Assistant to the Agricul-
tural Adviser to the Government of India.*

A. Pros.,
Abl. 1914,
Nos. 36 to
42.
P. 50.

FROM THE AGRICULTURAL ADVISER TO THE GOVERNMENT OF INDIA, No. 3416, DATED 27TH
JANUARY 1914.

*Makes proposals for the disposal of the various recommendations made by the 8th Meeting of
the Board in India, held at Coimbatore in December 1913.*

This may go to Simla Office for disposal. Mr. MacKenna tells me he will send six
printed copies as soon as he can. Meanwhile his letter can be printed up and files prepared.
We may deal separately with—

- (i) papers about cattle-fodder, dairying, etc.
- (ii) papers about Agricultural Education, and
- (iii) the other papers.

E. D. MACLAGAN,—3-2-14.

This file deals with No. (ii) above—Agricultural Education. Mr. MacKenna's note—M
on Agricultural Education which forms Appendix E to the Proceedings of the Board of Agri-
culture goes very fully into the history and progress of Agricultural Education in India. With
reference to the President's opening remarks on this subject it may be noted that the Board
of Agriculture at its second meeting in January 1906 recorded the following Resolutions* :—

"The Board considers that some form of degree or diploma should be conferred by Provincial
Agricultural Colleges. In view of the danger that diplomas conferred by individual colleges
should have a different value, and to secure uniformity, it suggests that a combined diploma
should be given and that the Government of India be moved to recognise it as equal to the
B.A. degree. As regards the exact title conferred, the Board considers that some such title
as Licentiate of Agriculture (L. Ag.) may suitably be given". This Resolution was consi-
dered by the Government of India and referred to Local Governments and Administrations for
opinion in Circular No. 30-28-41,† dated 18th October 1907. The conclusions arrived at by
the Government of India were as follows :—

* A., Pros.
April 1906,
Nos. 1 to 17.
(File No. 28.)

P / Page 25-

1st.—The Provincial Agricultural Colleges should not be affiliated to any University.

2nd.—Each Agricultural College should be controlled by the Director of Agriculture with
the advice of the Director of Public Instruction.

3rd.—The length of the course at each Agricultural College should be three years, and
endeavour should be made to arrange that, so far as practicable, there should be uniformity
in the educational test for admission, in the standard of the curriculum and in the standard
of the final examination.

4th.—Agricultural Colleges should give a diploma in agriculture, passed students being
designated Licentiates of Agriculture.

5th.—Each Agricultural College should make its own arrangements for the examination
for the diploma, indenting for assistance in conducting the examinations, if required, on Pusa
and elsewhere.

6th.—The title of (L. Ag.) should be recognised in all official publications, and the
diploma should eventually be recognised as equivalent to the B.A., or B.Sc. degree as a
qualification for Government appointment in posts for which a good general education combined
with agricultural training is suitable.

On receipt of Local Governments replies the Resolution passed by the Board of Agri-
culture in 1906 was further considered in the light of the opinions of Local Governments

† A., Pros.
October 1907,
Nos. 26 to 29.
(File No. 28
of 1906.)

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A, Pros. and Administrations, and a Resolution No. 1-234-10, dated 4th January 1910, was issued laying down the policy in regard to Agricultural Education. This policy is briefly summarised in Secretary's note of September 1912 as follows :—" In the year 1906 arrangements were made for introducing a fairly uniform curriculum in all the colleges, which entails a three years' course of study. At the end of these three years successful students may be granted in most colleges a degree of "Licentiate of Agriculture" (L. Ag.), and Local Governments are at liberty to treat this degree as equivalent to a degree in Arts or Science. In the Poona College alone the degree is given as that of a "Bachelor of Agriculture" and this college remains as before affiliated to the Bombay University. As regards the other colleges the policy has been to place them under the direct control of the Local Agricultural Departments and to maintain them as institutions independent of the universities".

† B, Pros.
Sept. 1912
No. 14. (File
No. 236.)

2. As stated by Mr. MacKenna in his opening address and in his note on Agricultural Education prepared for the Quinquennial Review on the Progress of Education in India, 1908-1913, "experience has shown that the courses originally prescribed in the standard curriculum for Provincial Agricultural Colleges as laid down by the Board of Agriculture in 1906 and amended in 1908 are in most cases not suited to the class of students that the colleges are intended for and that Provincial reports are almost unanimous in tone. In Bombay, while the percentage of passes in the examination is high, the question of the utility of, and demand for, the course is obscured by its being made a road to a degree. College graduates or the subordinate staff have with very few exceptions continued to show no power to develop any original turn. In Madras there is noted in graduates "a lack of intelligent inquisitiveness and power of independent thought." Similarly in the Punjab "there is too much cram and too little power of practical application."

The division of the course into two parts and its extension to four years has been proposed, and there is no doubt that if the full course, as prescribed by the Board of Agriculture, is to be properly taught, such an extension is absolutely necessary in every Province. The Coimbatore College has already arranged for a preliminary two years' course which is to be Agricultural, with lectures on popular science but no Laboratory work. If the course of popular science is to receive an agriculture bias by the use of the phenomena of agriculture as a framework for the teaching of elementary science, the experiment is likely to give very valuable results from the point of view of rural secondary education." The question of the extension of the Diploma course was also noticed by Agricultural Adviser in his tour notes † for March-April 1913 and we recently received demi-officially from the Director of Agriculture, Bihar and Orissa a copy of a letter § from Mr. E. J. Woodhouse, Principal of the Sabour Agricultural College, on the subject of the educational policy to be adopted with regard to the Sabour Agricultural College. A note by Mr. J. H. Barnes, Principal of the Agricultural College, Punjab, and a note on the proposed alterations in the course at the Agricultural College, Coimbatore, are included as Appendices to the Proceedings of the Board of Agriculture.

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1B, Pros.
July 1913
No. 12. (File
No. 18.)

§ Filed Pap-
ers for Sept.
1913. (File
No. 112.)

3. In Resolution No. IX the Board express their approval of the proposed two years' preliminary course for the Coimbatore College and suggest it as suitable for the consideration of other Provinces. This may be referred to Local Governments for consideration. The course has been framed to suit the requirements of Madras only, but other Provinces will no doubt consider the advisability of modifying their own college curricula on the same lines. It will be observed from the discussions that it was made clear that while Deputy Directors had approved the course referred to as likely to give certain qualifications, there was no intention of suggesting that such a course should be given at every Provincial College.

4. Resolution X.—The Board endorse the opinion of the Educational Committee expressed in the eighth paragraph of their report that the general standard embodied in the Matriculation or University Entrance Examination does not provide a sufficient basis to enable a student to take full advantage of the higher instruction obtainable in the existing Agricultural Colleges in India. The Board recommend that a general higher education is necessary in all students admitted to such a course. With reference to this please see paragraph 5 of Resolution No. 1-234-10, || dated 4th January 1910, in which the test for admission was fixed as the Matriculation Examination or some examination of approximately equal difficulty. The Lieutenant Governor of the late Province of Eastern Bengal and Assam preferred that a definite standard for all Provinces should be prescribed and that it should not be less than the Intermediate Examination. The Government of India however considered that the arrangements proposed were sufficient to secure the objects they had in view, and that the question of prescribing a higher test for admission should be deferred until further experience was gained. It will be seen from the discussions that Dr. Kunjan Pillai agreed that a higher qualification was necessary, but suggested laying this down more definitely. He proposed the F.A. or Intermediate Standard. Sir Alfred Bourne however opposed the idea of recommending any specified standard as he thought that it was entirely a matter for the Principal, whose judgment could be trusted as to whether the student possessed the necessary qualifications. Resolution X may be referred to Local Governments for consideration.

|| A., Jany.
1910, Nos. 27
to 34. (File
No. 234 of
1907.)

¶ Filed Papers
for Sept.
1913. (File
No. 112.)

5. Resolution XI.—This Resolution was moved by Mr. Woodhouse and is based on his experience of the history ¶ of the Behar Department. We have at present under consideration proposals for increasing the superior and subordinate staff of the Behar Department of Agriculture. It is however for consideration whether the Government of India should endorse this Resolution especially with regard to the recommendation that a considerable

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expansion of the superior staff in all Provinces and in all Branches of the Department is desirable. The policy of the Government of India has been to make applications for the appointment of additional officers only when the necessity arises, while the Secretary of State is against* any increase in the superior staff of Agricultural experts in India. In this connexion please see, however, Agricultural Adviser's note on Achievements of material value by the Agricultural Departments in India and the future problems which lie before them. In this note the Agricultural Adviser made recommendations for a considerable increase in the Imperial Staff. Secretary's note of 20th August 1912 written in connexion with Agricultural Adviser's note may be read. For the reasons explained in Secretary's note it was proposed that we should ask the Secretary of State, with the concurrence of the Finance Department, to confer formal sanction to the creation of 23 new posts, viz., 16 Deputy Directors, 5 Engineers, 1 Botanist and 1 Agriculturist, it being left to us to make application for the appointment of officers from time to time when the necessity arose. It was however decided not to put forward any proposals for the general development of the Department. In regard to the subordinate establishment the Government of India have generally agreed† to proposals submitted by Local Governments for the expansion of such staff, but it will be seen from paragraph 3 of our letter No. 150,§ dated 3rd February 1910, regarding the creation of three posts of Assistant Directors of Agriculture in the United Provinces that the Government of India have deliberately refrained from creating a number of posts on high pay in the Provincial Agricultural Service in the hope of subsequently being able to fill them with Indians with the necessary qualifications. Their policy has been to employ good men as they become available on liberal salaries each case being treated on its merits and not as part of a general scheme, and consequently it has been considered unnecessary and impossible to create high posts in a service to which no present officers could hope to rise for a considerable number of years and to fill which it is not certain that they will be qualified, unless and until qualified men are available. In view however of Resolution XI passed by the Board of Agriculture and the discussions on this Resolution it is for consideration whether the matter should be referred to Local Governments for opinion in the first instance. It seems desirable to get the opinions of Local Governments on this Resolution as it forms part of the scheme of Agricultural Education in India, and this may perhaps be done with the concurrence of Finance Department, but the Government of India need not commit itself to any definite promise of a considerable expansion of the superior staff in all Provinces and in all branches of the Department.

Vide Memorandum prepared by this Department for the Public Service Commission.

ed unnecessary and impossible to create high posts in a service to which no present officers could hope to rise for a considerable number of years and to fill which it is not certain that they will be qualified, unless and until qualified men are available. In view however of Resolution XI passed by the Board of Agriculture and the discussions on this Resolution it is for consideration whether the matter should be referred to Local Governments for opinion in the first instance. It seems desirable to get the opinions of Local Governments on this Resolution as it forms part of the scheme of Agricultural Education in India, and this may perhaps be done with the concurrence of Finance Department, but the Government of India need not commit itself to any definite promise of a considerable expansion of the superior staff in all Provinces and in all branches of the Department.

6. *Resolution XII.*—As a necessary consequence of Resolution XI the Board recommend that the following Resolution passed in 1906 || should be revoked :—

"The Board considers that some form of degree or diploma should be conferred by Provincial Agricultural Colleges. In view of the danger that diplomas conferred by individual colleges should have a different value and to secure uniformity it suggests that a combined diploma should be given, and that the Government of India be moved to recognise it as equal to the B.A. degree. As regards the exact title conferred, the Board consider that some such title as "Licentiate of Agriculture (L. Ag.), may suitably be given."

This may perhaps be referred to Local Governments for consideration and, as suggested by Agricultural Adviser, they may be assured that as explained by him, the revocation of the Resolution will in no way affect colleges which are working successfully up to the standard curriculum.

7. *Resolution XIII.*—With reference to this Resolution please see the recommendation¶ made by the Board of Agriculture at its fifth meeting in 1909, that a permanent Committee should be formed to advise on matters relating to Agricultural Education both at Pusa and in the Provinces. The Government of India were unable to approve of this proposal for the reasons given in letter** No. 1240-210-1, dated 29th November 1909. From paragraph 5 of this letter it will be seen that the question of co-operation between the Educational and Agricultural authorities did not arise directly out of the recommendation of the Board of Agriculture, but the subject was suggested for consideration by the Board at its meeting in 1910, with reference to the improvement of the preliminary training of boys likely ultimately to enter Agricultural Colleges, or to be engaged in agricultural pursuits. The subject was accordingly brought up for discussion at the Board's meeting in 1910, vide items 51-54 of the Proceedings and the Report of Committee 'G', Appendix F, to the Proceedings of the Board of Agriculture for 1910. With reference to this please see paragraph 4 of the Agricultural Adviser's letter No. 426, dated 9th August 1910. In paragraph 8 of this Department's Circular No. 16-67-7, dated 21st September 1910, Local Governments were told that the proposals were under separate consideration, but no further action on the subject appears to have been taken. The matter was however noticed in paragraph 3 of this Department's Resolution No. 1-234-10,†† dated 4th January 1910, in which the Government of India drew attention to the great importance of arranging to keep the Agricultural and Educational Departments in close touch with one another in such manner as may be most suitable in each Province. With regard to the Resolution now passed by the Board of Agriculture (No. XII) the matter may, as suggested by Agricultural Adviser be left to Local Governments. The Government of India will perhaps not consider it necessary to form a special committee or commission to go into the matter as a whole. The Education Department may see with reference to this for advice.

* A., Pros.
Jany. 1907,
Nos. 88 and
89. (File No.
14.)

A., Pros.,
Novr. 1912,
Nos. 54 and
55. (File No.
149.)

† A. Sept.,
1912, No. 29.
(File, No.
239.)

‡ A., April
1911, Nos. 26
and 80. (File
No. 214 of
1910.)

A., Pros.
Augt. 1911,
No. 1. (File
No. 236.)

A., Pros., Apl.
1911, Nos. 81
and 82. (File
No. 271 of
1910.)

§ A., Feby.
1910, Nos. 2
and 3. (File
No. 297 of
1909.)

|| A., Pros.,
April 1906,
Nos. 1 to 17.
(File No. 23.)

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¶ A., Pros.
July 1909,
Nos. 11 to 14.
(File No. 54.)

** A., Pros.,
Decr. 1909,
No. 2. (File
No. 210.)

A., Pros., Octr.
1910, Nos. 14
and 20. (File
No. 67.)

†† A., Pros.
Jan. 1910,
Nos. 27 to 34
(File No. 234
of 1907.)

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J In connexion with the discussions on this Resolution regarding the teaching of Agriculture in primary rural schools it may be noted that this question was recently discussed in this Department on the report of Salvation Army Silk Centres in India and Ceylon. It will be seen from the notes in B., November 1913, No. 22, File No. 233, that the policy now is that no attempt should be made to teach agriculture as part of the curriculum in either primary or secondary schools, and that the view now taken is that instead of teaching agriculture in such schools, arrangements should be made to impart to the general scheme of education a markedly agricultural colour and to encourage powers of observation and the study of nature by special reference to the natural surroundings of the schools.

8. *Resolution XIV.*—This may be commended to the consideration of Local Governments.

9. It will perhaps not be considered necessary at present to issue a Resolution on the subject of Agricultural Education as suggested by the Agricultural Adviser, but it would perhaps be preferable in the first instance to address a Circular to Local Governments embodying the views of the Government of India and asking for their opinion on the whole question. In referring the various Resolutions for the consideration of Local Governments the suggestions and recommendations in paragraphs 12-14 of the Agricultural Adviser's letter^k may be acted upon. On receipt of Local Governments' replies it will perhaps then be considered advisable to issue a general Resolution dealing with the whole question of Agricultural Education. The Education Department should first see.

A. E. R.,—27-2-14.

C. H. M.,—28-2-14.

The question of Agricultural Education was much the most important and difficult of those discussed by the Board of Agriculture at its recent meeting. The Board's Proceedings make a large addition to the already very voluminous literature on the subject.

2. We are faced with the fact that our Agricultural Experts are all agreed that the system of Agricultural Education so far adopted in our Colleges has been a failure, an absolute failure in the case of the Colleges at Lyallpur* and Sabour† and a relative failure in the case of Cawnpore and of the Colleges in Southern India at Nagpur, Poona and Coimbatore. The Colleges have failed to attract the right sort of men; they have failed either to give the son of landholders a suitable equipment of agricultural knowledge or to turn out men capable of filling posts in the Agricultural Department. The cause of this failure is primarily the attempt to enforce uniformity in all Provinces by stretching their colleges on the Procrustean bed of the standard curriculum‡ of 1906, in spite of the different standards of development both of education and of scientific agriculture which has been reached in different parts of India. The result has been that the education given has started from the top, instead of, as it should have done, from the bottom, and that it has aimed at imparting high scientific knowledge to men whose general educational attainments have prevented their assimilating such knowledge. The only real successes which can be placed to the credit of the different Agricultural Departments in the matter of education are those which have been achieved by the short courses in the vernacular on various subjects and by the vernacular Agricultural School which has been started in Bombay.

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* Vide Agricultural Adviser's tour notes in B., July 1913, No. 12. (File No. 18.)
† Appendix E (2) to Board's Proceedings.
‡ Filed Papers for September 1913, (File No. 112.)
§ Appendix E. (4) to Proceedings.
A. April 1906, Nos. 1 to 17. (File No. 28.)
A., September 1906, Nos. 33 to 36. (File No. 56.)

3. The remedy for this state of affairs proposed by the Board of Agriculture appears to amount, in effect, to a complete revision of the curriculum of the Agricultural Colleges which would recognise that their aim must be to turn out two different classes of men. The first of these would consist of the sons of landholders who intend to take up farming and who require for that purpose not high scientific attainments but a practical knowledge of agriculture, and of recruits for the lower staff of the Agricultural Department. The second would consist of the sons of men of independent means who require an Agricultural Education for its own sake and of recruits for the Upper Subordinate Staff of the Agricultural Department. The education of both classes could proceed on the same line up to a certain point. At that point, the education of the first class would stop. The second class would go on to obtain the scientific knowledge, an endeavour to impart which to all students is now made throughout the whole course in all the Agricultural Colleges. The Madras Government are already taking steps in the direction

§ Appendix E (3) to Board's Proceedings.

indicated and a two years' preliminary course§ has accordingly been proposed for the Coimbatore College. Their course will consist almost entirely of instruction in Agriculture on the farm and in the lecture rooms. Men who have entered the College with higher general educational qualifications or succeed in obtaining them during the preliminary course will proceed to a study of the sciences connected with agriculture. The first Resolution of the Board on the subject of Agricultural Education (Resolution No. IX) approves the proposed preliminary course for the Coimbatore College and suggests it as suitable for consideration by other Provinces. The second Resolution (Resolution No. X) that the general standard of education embodied in

the Matriculation or University Entrance Examination does not provide a sufficient basis to enable a student to take advantage of the higher instruction obtainable in the existing Agricultural Colleges and that a general higher education is necessary for all students admitted to such a course is also practically an endorsement of the policy which it is proposed to follow at Coimbatore, *i.e.*, that only those students with higher educational qualifications should be permitted to proceed to the second two years' course.

4. In its third Resolution (No. XI), the Board asserts that one of the principal causes of the failure of some of the Agricultural Colleges to attract students in any considerable number has been a lack of the preliminary wide development of the experimental and district work of the Agricultural Department and that until such experimental and district work has been much more developed and a large number of trained officers of high calibre have been working in the Provinces for a considerable time, it is unwise to carry out a high scientific course at the Colleges as a simpler course would probably meet all the existing needs for Agricultural Education. By "trained officers of high calibre" the Board means officers of the Indian Agricultural Service, a considerable expansion in the staff of which in all provinces, it goes on to add, seems desirable. In this Resolution, the Board has, I venture to think, to a certain extent "put the cart before the horse." The superior staff in the different Provinces can only be increased within certain very definite limits and even if it is increased to the maximum permitted by those limits, it will require, in order to ensure a wide development of experimental and district work, properly trained subordinates. An increase in the superior staff though a very important, perhaps the most important factor, is not in itself sufficient to ensure the wide development required. In passing this Resolution, the Board probably had in mind the Agricultural Colleges at Lyallpur and Sabour. But, even in the case of those colleges which have secured a small measure of success, it cannot, I think be maintained that this has been due to the fact that there was a pre-existing wider development of Agricultural and district work. All provinces started on much the same level in this respect. The Agricultural Colleges are, or should be made the proper means of providing the properly trained instruments. The High scientific course at the College and the wide development of experimental and district work should go hand in hand and the latter cannot entirely precede the former. In this connection, it may be pointed out that in paragraph 13 of his letter, the Agricultural Adviser asks that the particular attention of Local Governments should be drawn to paragraph 7 of the Education Committee's Report; "that the Colleges must, in their early stages, be considered principally as training grounds for the staff of the Agricultural Department." In the last sub-paragraph of paragraph 14 of his letter, he says that the Upper Subordinate Staff might be trained by the Deputy Directors if they were given a free hand in the selection of men for training. This seems somewhat inconsistent. If Deputy Directors can train the Upper Subordinate Staff what is the necessity for Agricultural Colleges at all except to turn out the few men required for such posts as Assistant Directors or Assistant Professors, who could equally well be trained at one central institution such as Pusa? Mr. Barnes, the Principal of Lyallpur College, does not shrink from what seems the logical inference to be drawn from the second of the Agricultural Adviser's remarks referred to above, when he says that in his opinion the machinery of Agricultural Education would have been more efficiently run with only one college for the whole of India and with research stations and experimental farms in each Province. At this stage of development such a proposal cannot of course be considered seriously. The Agricultural Colleges have come to stay and what has to be decided is how they can be put to the best use.

5. The Board goes on to add that the present pay and prospects of the subordinate staff of the Agricultural Department in most Provinces are not sufficiently attractive and should, where necessary, be increased. The Resolution therefore amounts, in effect, to a statement that the Agricultural Colleges have failed to attract students because the openings in Government service at the end of the College course are not sufficiently numerous or attractive and that in order to get a better class of student, it is necessary to increase the posts in and improve the pay of the Subordinate Agricultural Service, to do which involves at the same time an increase in the superior cadre of the Department. This conclusion must, I think, be accepted. If the work of the Agricultural Department is to develop in the direction and to the extent that it is desirable that it should, the character of the Subordinate Agricultural Service will have to be very considerably improved. Mr. Clouston's opinion in this connexion deserves consideration. He says that in the Central Provinces the men who have persevered and completed the three years' course of the present standard curriculum and have been taken into the Department are not the kind of men who are wanted. The services of many of them have been dispensed with at the end of their probationary period as Agricultural Assistants and many have had to be kept on who were below the mark, because of their having been drawn from the non-agricultural classes. If this is the case in the Central Provinces, which is universally acknowledged to possess the most efficient Agricultural Department in India, it must be still more the case in other Provinces.

6. The last Resolution of the Board (No. XII) directly considered with Agricultural Education as given in the Agricultural Colleges is a resolution revoking one passed in 1906 in which the Board stated that some form of degree or diploma should be conferred by Provincial Agricultural Colleges, that in order to secure such a diploma having uniform value, a combined diploma should be given which should be recognised as equal to the B.A. degree and that the title to be conferred by the diploma might be Licentiate of Agriculture. This Resolution is the natural outcome of the Board's opinion as

A., Pres.
April 1906,
Nos. 1 to 17.
(File No. 28.)

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expressed in the previous Resolution of the unwisdom of expecting all the Colleges in India to work on the same curriculum and of the undesirability of the attempt to carry out a high scientific course at some of them. The Agricultural Adviser wishes the Government of India to explain that this Resolution will in no way affect Colleges which are successfully working up to the standard curriculum. It would be interesting to know which colleges he considers are successfully working up to the standard curriculum. Lyallpur and Sabour certainly are not. Madras does not apparently consider that Coimbatore is doing so or it would not propose such drastic changes* in the curriculum there. There are only left

*Appendix E (8) to Board's Proceedings.

Cawnpore, Poona and Nagpur. Mr. Clouston, at any rate does not appear to think that the results of working up to the standard curriculum in the latter college are anything to be proud of. At Cawnpore the complaint is that the proportion of students connected with the land is much too small.

7. The action which should be taken on these four Resolutions by the Government of India can now be discussed, consideration of the two remaining Resolutions being deferred for the present. The Agricultural Adviser says that the Government of India will probably desire to issue a general Resolution on the subject of Agricultural Education, and thinks that if such a Resolution were to issue, it should give an historical resumé of the situation and should proceed to endorse the Resolutions of the Board. Put briefly, the effect of this would be to

†Appendix E (8) to Board's Proceedings.

suggest to Local Governments the adoption of the Coimbatore Scheme† for dividing the course at the colleges into two periods of two years each, the first period of which would be devoted to a practical agricultural course, and the second period to the special training of men with superior qualifications who had gone through the first period. The Lyallpur and Sabour Colleges would for the present confine themselves entirely to the first course, the Local Governments of Bihar and Orissa and the Punjab meanwhile endeavouring to secure such an addition to the superior cadre of the Agricultural Department in those Provinces and an improvement in the pay and prospects of the subordinate service as would ensure a wide development of experimental and district work and so create a demand for higher agricultural training which the colleges would eventually meet.

8. I venture with great respect to think that, whilst it is desirable that the Government of India should issue a general Resolution on the subject of Agricultural Education, it is necessary that, before doing so, they should be in possession of the views of Local Governments on this most important and intricate subject. If the failures in the past are due to the attempt to enforce uniformity on all Provinces, the only way to prevent the mistake being repeated appears to be to obtain the well considered views of all Local Governments and Administrations on the whole subject and then to decide in what Provinces circumstances necessitate exceptions to any general policy which it is proposed to lay down. I therefore submit that the Resolutions of the Board may be forwarded to Local Governments and Administrations for an expression of their views after careful consideration and that they may be told that the Government of India whilst in general sympathy with the Resolutions propose to defer issuing a general Resolution on the subject until they are in possession of the opinions of Local Governments. The views of the Government of India can then be embodied in the general Resolution explaining the policy to be followed in agricultural matters, the issue of which next year by this Department is under contemplation.

9. There remain two other Resolutions on the subject of Agricultural Education to be considered. The first is Resolution No. XIII, in which the Board stated that it considered the question of sympathetic co-operation between the Educational and Agricultural Departments in adapting rural education to rural needs to be one of great importance. The Agricultural Adviser thinks that the matter may be left to Local Governments unless the Government of India consider it a question of sufficient importance to warrant the formation of a Special Committee or Commission to go into the matter as a whole. As to this, Education Department may perhaps be asked to advise. If the suggestion made in the preceding paragraph is accepted and Local Governments are asked for their views on the remaining Resolutions regarding Agricultural Education they might perhaps be asked for their views on this Resolution also, on receipt of which the general lines on which co-operation between the Educational and Agricultural Departments could be secured might be formulated.

10. The last Resolution of the Board (No. XIV) that the experiment now being tried in Bombay of establishing vernacular Agricultural Schools under the immediate supervision of the Agricultural Department is worthy of consideration by Local Governments may, as suggested by the Agricultural Adviser be commended to the consideration of Local Governments. The vernacular school at Poona appears to have so far been a great success.

F. NOYCE,—6-3-14.

We shall have ultimately to give a pronouncement on the questions raised by the Board and this may suitably be done in connection with the Resolution we propose to issue next winter on agricultural policy generally. In the meantime we may address the Local Governments of Provinces containing colleges regarding the Board's recommendations. We might say that we invite their attention to certain outstanding questions relating to the teaching of Agriculture in India. We would add that the subject is one which has increasingly forced itself on the notice of the Government of India in recent years, and that it was decided last year that this question should be placed for discussion before the Board of Agriculture which met at Coimbatore in

December 1913. From the proceedings of the Board of Agriculture which have already been forwarded to Local Governments, it will be seen that a preliminary note on the whole subject was prepared by Mr. MacKenna, the officiating Agricultural Adviser to the Government of India and that further notes were made by Messrs. Barnes, Chadwick and Woodhouse which are printed in an Appendix E of the proceedings of the Board. The points at issue were first discussed by a Sub-Committee consisting mainly of Deputy Directors of Agriculture whose conclusions are reproduced in paragraphs 33 (2) to (4) of the Proceedings and then by a further Sub-Committee of the Board whose views are expressed in paragraphs 33 (5) to (15). The subject was then discussed by the Board at large (see paragraphs 31 to 40 of the Proceedings), and certain Resolutions were passed which are reproduced for convenience of reference below. It will be seen that these resolutions represent in some respects a considerable change of attitude as compared with that hitherto adopted by the Government of India and their advisers on the subject of Agricultural Education.

2. For an account of the progress hitherto made in Agricultural Education in India, it will suffice to refer to the summaries given in paragraphs 537 to 557 of the fourth and paragraphs 361 to 374 of the fifth Quinquennial Review of the Progress of Education in India and the policy hitherto pursued is succinctly represented in paragraphs 36-37 of the Government of

X * Genl. A., March 1904, No. 14. (File No. 125.) India Education Resolution* of the 11th March
W † Genl. A., March 1913, No. 1. (File No. 120.) 1904 and paragraphs 35-36 of the corresponding Resolution† of the 21st February 1913. Making use of the language employed in the last quoted Resolution, the present scheme of Agricultural Education may be said to date from the year 1905. Previous to that year, there was no central institution for research or teaching, and such education as was then imparted in agriculture, was represented by two colleges and three schools in a more or less decadent condition. In the year 1905 a comprehensive scheme was evolved under which arrangements were made both for the practical development of agriculture by Government assistance and also for teaching and research in agriculture and subjects connected with it. A central institution for research and higher education was established at Pusa. The existing schools and colleges were reconstituted, improved and added to. Farms for experiment and demonstration were started, and as time went on a change was effected in regard to Agricultural Education in its earlier stages. As now constituted, the scheme of agricultural education has three main features, viz., (a) the provision of first class opportunities for the higher forms of teaching and research, (b) collegiate education and (c) the improvement of secondary and primary education. We would then refer briefly to the questions for consideration as they affect these three main classes of education respectively.

3. *Post-graduate study.*—The highest forms of Agricultural Education are provided for at the Pusa Research Institute and College which was opened for students in 1908. The Institute must now be regarded as primarily one for research, but it was not intended that its functions should be those of a research institute only. It has hitherto provided for two kinds

Not part of
{ † *Vide Pusa Prospectus* in B., August 1912, Nos. 28-29. (File No. 1.) of teaching for students from all parts of India, viz., (a) † post-graduate course for two years to one year in special sciences as Agriculture, Agricultural Chemistry, Botany, Mycology, Bacteriology and Entomology, etc., and (b) special courses of short periods in subjects such as cattle management, poultry fruit growing and lac, and silk production. The former class of course is undertaken by a very few students, now some seven or eight only, the latter by some 20 to 40 (19 last year). The Board of Agriculture have not made any direct recommendations regarding the form of education to be given at Pusa, but if as a result of their suggestions the facilities for graduating at Provincial Colleges are seriously reduced, the Pusa post-graduate course must necessarily be confined to an occasional student from the Provincial Colleges and a qualified graduate or two from an Arts University. In any case the numbers admitted must for a long time remain very small, and the post-graduate study must remain in most essentials an adjunct to Research. So too the special courses which were originally started to supply a need which the Provincial institutions in their undeveloped conditions were unable to meet will become fewer and more restricted as the Provincial Colleges expand their work. The teaching functions of Pusa will therefore for a considerable time to come be in the main confined to the higher training of a few exceptional students; but with the fine equipment and laboratories and the admirable staff of officers available at Pusa it should hereafter be possible for an Indian student to obtain the highest education possible in most branches of agricultural sciences without leaving this country. It may eventually be found possible to insist on a post-graduate course at Pusa as a condition of appointment to the higher grades of the Agricultural Service in India, but in the meantime a student who has gone through such a course should ordinarily be regarded as possessing qualifications superior to those of one who has obtained an ordinary degree or diploma in an Agricultural College in Europe or elsewhere.

4. *Collegiate education.*—The chief difficulties in India have arisen in connection with collegiate education and it is with these difficulties that the recommendations of the Board of Agriculture are mainly concerned.

The policy of Government assistance to agriculture which was started in 1904-05, was pursued on two concurrent lines of development, namely, (a) the provision of the nucleus of an administrative staff for experiment and demonstration and (b) the institution of colleges for education and research. The former kind of assistance could only be developed slowly and is

A., April
1906, Nos. 1
to 17. (File
No. 36).

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still far from complete. The latter, involving as it did the provision of adequate buildings with a corresponding staff, was necessarily developed with greater rapidity and as a result there are now in India six colleges—each provided with a competent staff, and located in new and commodious buildings—at Coimbatore, Sabour, Nagpur, Poona, Cawnpore and Lyallpur, respectively. Under arrangements inaugurated by the Board of Agriculture in 1906 the education given by these institutions has been standardised. To enter a college it is ordinarily necessary for a student to have passed the entrance or some similar examination. The course is for three years and is based on standard curriculum devised by the Board of Agriculture.

* A., Jany. 1910, Nos. 27 to 34, (File No. 234 of 1907.)

A., October, 1912, Nos. 19 to 20 (File No. 173.)

The colleges (with the exception of Poona) are not affiliated* to any university and they give degrees of L. Ag. which may be accepted by Local Governments as equivalent to a degree in Arts or Science. And yet the colleges, speaking generally, have not been recognised as a success. The students have often not been of the right class. In some cases they have failed to come in sufficient numbers owing to the lack of definite prospects. Their preliminary education has been defective and the instruction given in the colleges has not given them the equipment for their careers which is required.

5. To meet these defects the Board (speaking very briefly) desire :—

(a) to abolish the degree of L. Ag., and to require a higher standard for entrance to the full course and to confine the course to Provinces where the stage of experimental and district work justify it ;

(b) to initiate a shorter (2 years) course of a simpler and less scientific character.

The recommendations of the Board have to be read along with the report of the Sub-Committee which was adopted by the Board. From this it appears that the full course was to be for 3 or 4 years ; that the curriculum was not necessarily to follow that laid down in 1906 and that this course was intended as a means (but not the only means) of providing Upper Subordinates for the Agriculture Department. The two years' course, on the other hand, would be now to train Lower Subordinates for the Agriculture Department and such large landowners, cultivators, etc., as wished to profit by it, and the qualifications for entry to this course were not to be pitched too high. The scheme is also not intended to preclude the colleges from giving independently, short courses of a few months, on special subjects.

6. The portion of the scheme which deals with higher instruction involves a large departure from the policy hitherto in force. The colleges would still be institutions for experiment and research, but their functions as teaching centres, would be subject to material modifications. No attempt would be made to prescribe a uniform course of study ; the college education would not lead up to any recognised diploma and as a result any idea of affiliation to universities would be set aside. The higher course would be confined to men who start with a markedly superior education, and it would be, for a considerable time at least, restricted mainly to meeting the demand for the Upper Subordinate Staff of the Agricultural Department. We might say that at present advised the Government of India are prepared to accept the scheme so far as to leave it to the Local Governments to decide in each case the character and length of the course of higher education to be given in the colleges, it being added that colleges which are already teaching with success, the prescribed curriculum should be at liberty to continue doing so. The qualifications to be required for entrance should be left to Local Governments to decide, so long as they were not below the Entrance Standard : and the course would be intended in the main for providing the higher class of Agricultural officer below the Imperial Service ; though it would not be compulsory for Local Governments to confine their selection of such officers from persons who had gone through the course. In two points however the Government of India are not at present inclined to go quite as far as the Board of Agriculture suggest. In the first place they doubt if it will be necessary to do away altogether with the degree of L. Ag. and in colleges which provide a course of study which in the opinion of the Government of India is adequate, the Local Governments might well be allowed to continue granting the degree. And secondly it is in the opinion of the Government of India doubtful whether in deciding as to the restriction or otherwise of the higher course the Local Governments should be guided entirely by the state of development of experimental and district work. It is no doubt important that such work should be pushed forward where it is at present undeveloped, but if suitable candidates are forthcoming and an adequate staff exists for giving the higher course of study, it does not seem advisable on somewhat uncertain conditions regarding the development of district and experimental work to refuse the necessary instruction and so to drive students to other institutions either in India or abroad. Subject however to these two modifications we might say that the general policy recommended by the Board in respect of the higher college education appears to the Government of India to be generally sound.

7. As regards the shorter or two years course the Government of India might support the suggestion of the Board and recommend to the attention of Local Governments the proposal that there should be in each college a two years' course of this character. They would leave to Local Governments to decide in each case the qualifications required for entry and the course of study to be prescribed and they would further leave it to Local Governments to decide whether the course should be in English or (as might be more suitable in some Provinces) in vernacular.

8. *Secondary and Primary Education.*

As regards primary education the Board reiterates the policy already accepted by the Government of India that the teaching in primary schools should have a rural colouring and should, by means of nature study, elicit powers of observation of familiar objects, but that no attempt should be made to provide instruction in agriculture or to demonstrate particular agricultural improvements. As regards the training of teachers in the teaching of nature study which is carried out by the Education Department the Board again makes the recommendation made by the Board of 1910, that agricultural officers should help in devising and inspecting the course of training prescribed and they further express the willingness of the Agricultural Departments to confer with the Education Department regarding the character of rural education generally. On these points the Government of India might express itself in agreement with the attitude of the Board but they would be glad to obtain from Local Governments a brief resumé of the steps which have already been found possible for the Agricultural Department in connection with (1) the training of primary school teachers and (2) the improvement of rural education.

9. With respect to secondary education the Board has endorsed the views of the Board of 1910 which were, briefly, that secondary education in agriculture was, not wanted as a preliminary to further agricultural instruction and that in cases where secondary education in agriculture was on other grounds provided by a Local Government it should be supervised by the Agricultural as well as the Education Department. The Board now draws attention to the Vernacular Agricultural Schools which have been started in Bombay under the supervision of the Agricultural Department and which provide Agricultural and General Education by a two years' course for boys of 14 to 16 years of age and commend the institution of such schools as worthy of consideration by Local Governments. We might say that we understand that steps have already been taken in most provinces to reduce the secondary Agricultural Schools which previously existed under the Education Department and are inclined to think that a development in the direction indicated by the Bombay Schools referred to by the Board is one which might suitably be undertaken by Local Governments as opportunity offers. We should however be glad to be favoured with the views of Local Governments regarding this and the other suggestions of the Board in respect of secondary and primary education.

Appx. IV to
Notes. 10. I have not in the above notes referred to the proposals put forward by Mr. Dobbs in the note appended to this file which he submitted direct to Hon'ble Member. As I understand these proposals the present superior course in the Colleges would be retained; the students being intended partly for the Agricultural but mainly for the Education Department and being taken from a High School adjoining which would be a practising School for the students under instruction at the College. It is difficult to give an opinion on the above until one knows how it would fit in with Educational requirements and on this the Education Department may be consulted. The scheme provides for the ruralization of High School education and so far would appear to fulfil a useful function, but there are difficulties connected with details and it does not directly deal with secondary and primary instruction. The idea underlying it is a valuable one and we may commend it for careful consideration by the Education Department and if that Department can suggest action on lines resembling those suggested we may have to modify in some respects the line of action as regards collegiate education which I have recommended above.

11. Before going further I think we should ask Education Department unofficially to favour us with their opinion on the whole case.

E. D. MACLAGAN,—15-3-14.

Mr. Dobbs' ideas are brilliant and instructive and I believe in the main they are sound, but I doubt whether the country is advanced enough to adopt them. They really concern the Education Department more than ours. Mr. Dobbs' note, which shows the trend educational policy in the future might take, might interest that department. It indicates a way by which education and economic development could be worked out together. It is most necessary in my opinion that the two should go hand in hand.

2. As regards the resolutions of the Board of Agriculture I think with Mr. MacKenna that Resolutions IX, X, XI, XII and XIV might be recommended to the notice of Local Governments, but with regard to Resolution XI, I don't think this should be done without qualification. I agree with Under Secretary in thinking that the Board has placed the 'cart before the horse.' It would also be dangerous to let the Resolution go out without remark, as it might lend colour to the idea that the subordinate staff should be increased without reference to the work to be done and the professional control it would be possible to apply to it.

3. As regards Resolution XIII, I think we should seek the advice of the Education Department before addressing Local Governments on the subject matter with which it deals. Indeed it appears to me to be more the duty of that Department than of ours to do so. There has been some confusion in the past as to the duties of the two departments in this question of rural education. For instance, in 1910 I was requested by the Education Department to train one of their men in nature study. I explained that I was not an educationalist, that nature study was a method of teaching and was not agriculture. I further

recommended that the Education Department should engage professors in nature study for training their teachers. I am glad to think these views are being adopted. We now have the Board of Agriculture recommending that the two departments should confer on the question of rural education. Now rural education is not agricultural education and the matter primarily concerns the Education Department. I have no doubt the Agricultural officers could give the Education Department a great deal of assistance in setting up rural education on sound lines and we are most willing to do so, but 'the cobbler should stick to his last' and I am not sure but what our duty ends, when we have pointed out to the Education Department the shortcomings in primary and secondary education through which we are prevented from finding suitable material with which to stock our Agricultural Colleges and from giving full effect to our policy of economic development through indigenous agency. Further initiative should, I think, come from them. I suggest therefore we might first take the advice of the Education Department as to how we should deal with Resolution XIII.

B. COVENTRY,—10-5-14,

Agricultural Adviser to the Government of India.

[NOTES IN THE DEPARTMENT OF REVENUE AND AGRICULTURE.]

Submitted for orders with reference to the Agricultural Adviser's note of 10th May 1914 above. The Department of Education may perhaps now be consulted unofficially on the whole question, and as suggested by the Agricultural Adviser we may take the advice of that Department as to how we should deal with Resolution No. XIII. Attention is invited to the demi-official correspondence below with the Government of the United Provinces and the

*No. 936-I-487-1911, dated 6th April 1914.

Resolution* of that Government regarding the reconstitution of the Cawnpore Agricultural College. We saw this Resolution unofficially on an Education Department file. That Department promised to help us in addressing Local Governments on the question of co-operation between the Education and Agricultural Departments.

C. H. M.,—13-5-14.

F. NOYCE,—19-5-14.

I do not propose to add to the opinions already given on the subject of agricultural education, but will confine myself to examining the action which should be taken in this case. I assume that our aim should be to lay down, if this be possible, broad principles for the future guidance of Local Governments.

There appear to be four alternatives—

- (a) to commend the Resolutions of the Board of Agriculture, with or without qualifications, to Local Governments;
- (b) to issue a Resolution in which an attempt would be made to lay down a policy;
- (c) to refer the Resolutions of the Board to Local Governments and when replies had been received to issue a Resolution as in (b); or
- (d) to refer the whole question of agricultural education to a Committee of Educationalists and Agriculturalists.

Before adopting any of these alternatives, the advice of the Education Department will have to be taken.

2. The first alternative is the line of least resistance but I doubt very much whether this would bring us any nearer to what should, I think, be our main object, and that is to lay down for the guidance of Local Governments broad lines of policy which, subject always to variations due to local conditions, should be followed. The solid facts which emerge from the previous discussions are that the record of the past few years has been one of complete or partial failure, that we know very little about the subject, that Local Governments are only feeling their way and that we are purchasing our experience somewhat dearly. If we are to avoid a policy of drift, we must endeavour to indicate, even tentatively, the broad lines on which development should proceed. It may be that we cannot do this now but this is the aim to be kept in view, and I feel strongly that by merely commending these Resolutions, with or without qualifications, to Local Governments, we would go a very short way indeed towards attaining our object. It is to be remembered that collegiate or post-graduate education is only one branch of this difficult subject and that these Resolutions, representing as they do the opinions of agricultural and not of educational experts, furnish very scanty materials for a constructive policy. Of the six Resolutions, one revokes a previous Resolution—thereby admitting that a mistake had been made—one expresses dissatisfaction with the standard of education now required from those who enter Agricultural Colleges; two commend to other Local Governments what has been done in Bombay and Madras; one indicates a difficulty which can only be remedied by a considerable expansion of the superior staff of the Agricultural Department; while one commends a sympathetic co-operation

between the Educational and Agricultural Departments. Many of these principles are tentative only; their value has not been tested by experience and if we merely commend them to Local Governments, we tell, in effect, each province to work out its own salvation on its own lines. Something more than this is clearly necessary, and I do not therefore advise that the first alternative should be adopted.

Nor do I think that at this stage we should avail ourselves of the offer kindly made by the Education Department to address Local Governments regarding co-operation between the two Departments. It is admitted that such co-operation is essential if any real progress is to be made, but until some kind of policy has been evolved and until the officers of both Departments know what they are driving at, I doubt whether co-operation would yield any practical results.

3. It is quite clear that we are not in a position to adopt the second alternative or to attempt to issue a Resolution laying down a policy. We have neither the knowledge nor the experience to do this and the most we could do would be to publish a number of platitudes based on our own record of failure and on the experience gained under entirely different conditions in other countries.

4. The proposal that the Resolutions of the Board should be referred to Local Governments for opinion has more to recommend it but I do not think that we should do this. The experience of Local Governments is limited (except in the case of Bombay where vernacular schools are being tried) to Agricultural Colleges and we have already full information about these. We can hardly expect each Local Government to evolve a constructive policy of agricultural education and the result of the reference would, I am afraid, be merely to add another set of speculative opinions to those which we already possess.

5. I feel strongly that our only hope of evolving anything of value lies in the fourth alternative and I suggest that the whole subject of agricultural education should be referred to a Committee composed of experts of both Departments. One of the most striking features of the previous history of agricultural education in this country is that the subject has been dealt with almost entirely by agriculturists, and with reference mainly to collegiate education. But collegiate and post-graduate education is merely one branch of the subject and although that branch may remain under the control of the Agricultural Department it seems essential that the whole subject should be examined by educationalists jointly with agriculturists. It is true that a joint Committee of this kind would very probably find itself unable to lay down any definite policy, but if, after studying the systems followed in other countries and the causes of failure in India, it could even tentatively indicate sound lines of development, a great deal would have been done. It is unnecessary at this stage to discuss the composition of such a Committee or the terms of reference, and it would be a question primarily for the Educational Department, if the main proposal be accepted, whether the Committee should extend its enquiries to agricultural education and specialised nature study in the primary or secondary stages and whether the possibility of introducing the more developed method of nature study referred to in Mr. Dobbs' note should be considered. With regard to this, which is indeed the foundation of the whole question but which would involve radical changes in *curricula* and in the training of *gurus*, I would only remark that so long ago as 1905 Mr. Sly wrote a valuable note on the subject and it will also appear from Mr. Coleman's report on agricultural education (which I consider in many ways the most informing document in the file) that this method has been adopted in America.

L. J. KERSHAW,—27-5-14.

I have discussed this case with Secretary and his note expresses my views as well as his own. Should the Education Department agree that it is desirable to appoint a Committee it might be considered whether we should try to get any expert from home.

R. W. C[ARLYLE],—27-5-14.

Department of Education.

Resolutions Nos. IX to XIV passed by the Board of Agriculture which met at Coimbatore in December 1913 relate to agricultural education and in order to consider the several suggestions and recommendations made therein the Hon'ble Mr. Kershaw has suggested four alternatives in paragraph 1 of his note, dated the 27th May 1914, and we have at present been asked to advise on these alternatives.

2. The resolutions under consideration have been so far considered by officers connected with agriculture in one form or another, and Dr. Bourne, Director of Public Instruction in Madras, was the only educationist at the Board's meetings and he attended as a visitor. He was also on the Educational Committee which was appointed to make suitable suggestions as regards improvements in agricultural education. Resolution No. XIII speaks of the desirability of co-operation between the Educational and the Agricultural Departments especially on the question of rural education. Please see Hon'ble Member's note of 25th April 1914, in this connection. That this Department may agree with the Revenue Department it will be a great advantage to have the resolutions relating to agricultural education discussed by a select committee of experts from both the Departments before laying down any policy in the matter, however tentative it may eventually prove. The Allahabad Educational Conference of 1911

and the Conference in the Education of the Domiciled Community which was held on 1912 may be mentioned as precedents. The former Conference touched very lightly on agricultural education. If this course is agreed upon in both the Departments, the next two questions raised by the Department of Revenue and Agriculture are (i) whether it will be necessary to get an expert from home to serve on such a committee and (ii) "whether the committee should extend its enquiries to agricultural education and specialised nature study in the primary and secondary stages " " and whether the possibility of introducing the more developed method of nature study referred to in Mr. Dobbs' note should be considered." This Department will probably be willing to leave the decision as to (i) to the Revenue and Agriculture Department and as regards the educational representation Local Governments may be invited to suggest officers with special knowledge of the subject of agricultural education to serve on the proposed committee. Or perhaps the Directors of Public Instruction might be nominated. But the strength of such representation must first be decided with reference to that of the Conference as a whole. As to (ii), it will be an advantage to have both the questions discussed by the Committee so that the general policy to be laid down may be as comprehensive as possible.

K.C.B.,—9-6-14.

L. H.,—12-6-14.

I spoke to Honourable Member about this to-day. He wishes to postpone giving his opinion in this case till he has spoken to Mr. Coventry and completed his monsoon tour. In the meantime the file may go to Honourable Member. Mr. Kershaw told me that it was not an urgent case so far as the Revenue and Agriculture Department was concerned.

MAHARAJ SINGH,—21-6-14.

I would like Joint Secretary's opinion.

H. B[utler],—20-7-14.

The immediate question is that of procedure and a discussion between officers of the Agricultural and Educational Departments. The object of such a discussion would presumably be (a) the dissemination of knowledge and of ideas about agriculture, (b) incidentally the improvement of our educational methods. The means by which it is hoped to secure these ends would be through the modifications of the existing system suggested by the Board of Agriculture in India at its meeting at Coimbatore in 1913.

2. These modifications may be briefly described as follows :—

- (i) *Higher agricultural education*.—Better entrance qualifications are wanted, a two years' preliminary course is recommended; high scientific courses are premature till experimental and district work has been much extended; and, save where the scheme has been successful it is not needful to confer a diploma of L. Ag. equivalent in value to the B.A. degree.
- (ii) *Special vernacular training in agriculture*.—Local Governments might consider the experiment now conducted in Bombay under the Agricultural Department.
- (iii) *Primary education*.—Co-operation between the two departments is recommended, and the Agricultural Department might profitably help in the training of teachers.

3. We have little to do with (i); but Sir E. MacLagan's views in paragraph 6 of his note of the 15th March 1914 are interesting. We know but little about (ii); page 165 of the last Quinquennial Review may be seen. This will fit in after (iii).

4. We are mainly concerned with (iii). The policy was laid down in the Educational Resolution of 1904, and explained in Mr. Sly's well-known note on the subject and in the report of the Committee in 1910. I understand no change of policy is desired—merely an extension, so that what is sometimes called nature study, or what Mr. Coleman would call elementary rural science, may become general teaching of all subjects in terms of the child's environment. I think that a discussion on this point with the Agricultural Department would be of value, but I should like at the outset to indicate that we must not expect too much fruits from it; for :—

- (i) There is already a great deal of elementary rural science prescribed through text books in vernacular schools. I venture to add to the file a copy of my report on Rural Schools in the Central Provinces with reference to paragraphs 126-128 and the appendices. About 7 years ago new readers were also produced, as the Hon'ble Mr Kershaw will doubtless remember, for schools in Assam, and the use of these books was afterwards extended into Eastern Bengal. The books were very largely taken up by lessons specially prepared by a professional officer, Rai Bahadur Bhopal Chander Bose. They were excellent lessons and my only comment on them was that they were rather too hard for the children and for the teachers. Again, teaching is modified to fit in with experience in India to a larger extent than is generally suspected—at least in some provinces. As an example, I see that Mr. Coleman in his report, printed page 37, speaks of an arithmetic which he has seen in which the problems were stated in terms of

farming operations, material, etc. Mr. Coleman says: "This is a new development in rural education even in progressive America." Years ago it was the rule in the Central Provinces and was accepted as one of the normal methods impressed upon the teachers. I can also say that it was practised and that the teachers taught arithmetic through concrete examples familiar to the boys. I would also invite attention to section 14 of the book on rural schools, especially page 131.

- (ii) The benefits resulting from a large extension of this educational principle would be felt more in the general education of the pupils than in any advance in agricultural knowledge, because there is no gain saying the fact that the boy of the rural school is not at an age in which he can usefully and permanently absorb any ideas about agriculture which are likely to be applied in practice afterwards. At the same time it is quite possible that a kind of foundation may be laid which will be useful for building up the secondary and higher agricultural institutions.

5. The idea of agricultural vernacular schools is of interest to both departments because these schools would aim at imparting direct agricultural knowledge to cultivators and would also train up teachers versed in elementary rural science for our primary schools. As I have said above, we have very little information about the condition of these schools in Bombay. A very interesting example of schools of this class as they exist in Prussia is given in Mr. Coleman's report—pages 4 to 9. The itinerant teachers and the influence brought to bear on parents through pupils (mentioned in regard to the schools of Bavaria on page 15 of the report) are particularly suggestive. Another paper of interest on this subject is Mr. Dobbs' note. He appears to contemplate a class attached to each Agricultural College, the pupils of which would be trained up as vernacular teachers in the Education Department and, I take it, as demonstrators in the Agricultural Department. This class would apparently swallow up the other aspects of the Agricultural College for he says: "there would seem to be no reason why the training even of vernacular rural school teachers, whatever form it might take, should not become the main object of an Agricultural College." Gradually this class would extend and we should have a high school agricultural department.

6. Where the two departments would be on common ground would be:—

- (i) the transition from the ordinary primary school to the vernacular agricultural school;

- (ii) the training of the teacher.

These are questions which certainly might be discussed and I would only remind Honourable Member that the training of rural teachers in the Central Provinces was entrusted to the Agricultural Department and was regarded as a very fair success but has now been condemned and relegated entirely to the Education Department whose normal schools are provided with expert agricultural teachers.

7. The question of the vernacular agricultural schools or continuation schools, or whatever we should call them, opens up the question of agricultural instruction in high schools or of separate agricultural high schools. I cannot help thinking of what I regard as the largest and most difficult problem with which the Education Department has at present to cope, namely, the unparalleled increase which is now going on in the numbers under high and collegiate education and the question what will these pupils be doing in a few years' time. We tried to induce them to enter technical schools but with very varying success (in Japan they reject them from their high schools and thus force them into the technical schools). Is there any chance of finding a field of outlet in agricultural high schools? An experiment was tried, though I think on wrong lines, in Bengal. It was a dead failure. But the question is whether increasing competition may not facilitate the foundation of some such institutions. I confess I am not by any means optimistic regarding the idea. The Bengali middle class, for instance, who are no doubt suffering most acutely from economic pressure, have indeed land but have it in such minute portions that the individual would probably not think it worth while to undergo a course which would fit him profitably to cultivate it himself, quite apart from the fact that improved methods would not offer a very rapid increase of return in a province over much of which already *fundit humo facilem victum justissima tellus*. I do not know whether the Agricultural Department would endorse Mr. Dobbs' restriction of useful improvements in India to those of material rather than those of method. If however there is any likelihood of a secondary agricultural department scheme being worked out it would be a very useful subject of discussion.

8. I have as far as possible answered the questions propounded by the Hon'ble Mr. Kershaw in paragraph 5 of his note of the 27th May. I will only add that I think it would be well to include in the constitution of any committee that may be formed one or two Indian officials and some non-official representatives of the land-owning class as well as one or two of the professional middle class. This would be particularly important if the matter of any wide extension of secondary agricultural education is to be attempted.

9. On reading this note over, I see that paragraph 6 of it might have the impression that I am not in favour of the co-operation of the Agricultural Department in the matter of training teachers. The opposite is the case. I merely state the experience of the Central Provinces as reported; I do not know the circumstances; while I was there, there was nothing

to complain of. In working out a scheme of nature study teaching for Eastern Bengal and Assam, I consulted the Agricultural Department throughout, and that Department was to be utilized largely in the training of teachers. Training is a matter in which co-operation between the Departments is likely to be most fruitful.

H. SHARP,—25-7-14.

1. I kept this case with the knowledge of the Agricultural Department.

2. I am opposed to a Commission which would delay action. It seems clear that western experience in countries where the whole standards of agricultural education and agricultural work and efficiency are different will only afford negative enlightenment by presentation of failure. I am also opposed to importing an English educationist. We all know the modern systems of education. We can do nothing until we get teachers. This means a raising of the standard of general education, improvements in the pay and prospects of the staff, and improved training institutions. Even when teachers are available we shall probably—as in the case of other forms of technical education—find difficulty in getting students.

3. A conference at Delhi between officers of the two departments with non-officials having practical knowledge of agriculture might serve an useful purpose, if only to prove that more is being attempted on the educational side than is generally known. The provinces would have to be represented. There have been recent local inquiries on rural education in the United Provinces and elsewhere. And it will fall to provincial authorities to carry out experiments.

4. Another advantage from such a conference would be to define more clearly the spheres of the two departments. On the division of functions I am in much agreement with Mr. Coventry. The voluminous papers show how easy it is to confuse the technical and the educational aspects of the problem. The Education Department should in my opinion keep quite clear of technical work and considerations. It should, for instance, be no part of the Education Department to deal with questions of the improvement of agriculture, or definite agricultural training. On the other hand, in my opinion, the training of teachers for educational institutions should be the function of the Education Department under guidance of and inspection by agricultural experts.

5. Whether a period of war is a propitious time for a conference of this kind is for the administrative department to consider. My own opinion is that the subject is so important, the effect of war *may* have such direct bearing on Indian agriculture that we might well proceed. In any case we will help to the best of our ability.

H. B[UTLER],—10-10-14.

Department of Revenue and Agriculture.

It will be seen from paragraphs 3 to 5 of the Hon'ble Sir Harcourt Butler's note of the 10th October 1914, that he is in favour of the fourth alternative suggested in paragraph 1 of Secretary's note of 27th May last.

Agricultural Adviser may, perhaps, see the file un-officially and be asked kindly to offer suggestions as to the personnel of the proposed Committee.

It is proposed that the conference should be held at Delhi sometime during the winter. Perhaps the best time would be during the Meetings of the Imperial Legislative Council which commence their Sessions in January 1915. Mr. MacKenna will also then be at Delhi. As in the case of the annual Conferences of Registrars of Co-operative Credit Societies, it is presumed that any travelling, halting or deputation allowances which may be granted to the members of the proposed Committee will be met by their respective local Governments.

C. H. M.,—13-10-14.

Secretary might perhaps like to discuss this with Agricultural Adviser before he leaves Simla.

F. NOYCE,—13-10-14.

Could Agricultural Adviser conveniently speak to me about this before he leaves Simla.

L. J. KERSHAW,—13-10-14.

Agricultural Adviser.

I have ascertained informally that the Hon'ble Sir Harcourt Butler's suggestion is that the Conference should be a stationary one and that it should be to some extent informal in that no terms of reference would be drawn up. It would, however, be fairly large as each major province (except possibly Burma) would probably send two representatives, one an educationalist and the other an agriculturist. If to these be added a few Imperial Officers (say two from the Education and two from the Revenue and Agricultural Department) two or three District

Officers and two or three non-officials, the total number would be between 20 and 30 and it is just possible that a Conference of this size may be considered unwieldy. I talked the case over with Mr. Coventry to day and with Hon'ble Member's permission will mention it when I next see him.

L. J. KERSHAW,—15-10-15.

Discussed with Hon'ble Member. The demi-official below to Mr. McKenna should issue and the file sent to him.

L. J. KERSHAW,—21-10-14.

DEMI-OFFICIAL LETTER No. 1355, DATED 22ND OCTOBER 1914, FROM THE HON'BLE MR. L. J. KERSHAW, C.I.E., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, TO J. MCKENNA, ESQ., M.A., I.C.S., DEPUTY COMMISSIONER, MOULMEIN (BURMA).

As Agricultural Education is a subject to which you have given special attention Sir Robert Carlyle desires me to send you this file. He does not object to the idea of a Conference as opposed to a formal Committee but doubts whether if a definite programme of matters to be discussed be not circulated in order that those attending may give some study to the subject beforehand, there is the probability that there would be a great deal of talk with nothing definite in the way of well considered decisions. He would feel obliged if you would look through these papers and draw up a précis of the subjects which you think a Conference such as has been proposed should discuss.

COPY OF DEMI-OFFICIAL LETTER No. 9133, ORGL., DATED 2ND DECEMBER 1914, FROM J. MCKENNA ESQ., I.C.S., TO THE HON'BLE MR. L. J. KERSHAW, C.I.E., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE.

I have been so very busy lately being in charge of a district with a Port which makes a lot of difference in war time) that I have not been able to do much on the Agricultural Committee file. But the great thing I think, is to get Educationalists and Agriculturists together. Roughly we want to discuss with them Vernacular Education, Anglo Vernacular, Collegiate and Post Graduate and take their advice on all of these from the Educational standpoint. The great mistake we made at the beginning was not taking them into our deliberations more but allowing every scientific enthusiast to run riot with his own subject. The result is a paper scheme of Agricultural Education which has broken down because it is probably 10 or 20 years ahead of its time. Education must be worked up on the general side before you can super-impose specialised subjects with much hope of success.

My programme is very sketchy: but what we want to know and what we want agriculturists to know is what the general standard of education in the country is. If we had taken the advice of selected agriculturists from the beginning there would have been no need for a further Committee and I believe our Agricultural Colleges would have begun in a much more humble way and achieved a great deal more.

Joint Conference of Educationalists and Agriculturists.

The position is pretty much this that the Agricultural Department is entirely ignorant of what the Educational Department is doing in the way of adapting rural education to rural conditions. Similarly the Educational Departments have hardly been consulted at all in the drafting of Curricula for Agricultural Colleges though they doubtless could have given much help in saying from the beginning whether the foundation of general education in the country was sufficiently strong to bear the heavy superstructure of the Standard Curriculum. This as well as the Pusa 3 years' course (since abandoned), was I think thoroughly unsound, because each expert drew up his curriculum in his own subject without reference to other subjects or to his colleagues and on a scale which would make every student an expert in each officer's particular branch. This is of course absurd and unattainable.

I think we shall have made great progress if we can find out what the Educational Department is actually doing in the way of Rural Education and can elaborate a working scheme by which we can help them either in the way of training their teachers in Rural Sessions or by inspection.

The following syllabus is a rough one and has been hurriedly prepared in the time I can spare from the charge of a heavy district: but I hope it will serve as a skeleton programme of the subjects which might advantageously be discussed.

I.—Vernacular Education.

1.—To what extent in each Province is the Agricultural population of India availing itself of Vernacular Education?

2—(a) In tracts which are predominatingly agricultural what efforts have been made in each province to give to the curriculum and Text Books a rural or agricultural colouring so as to make them interesting to the children of cultivators?

(b) Where anything has been done in the way of Text Book revision has there been an officer of the Agricultural Department on the revision Committee?

3.—Should Nature Study and School Gardens form an integral part of the curriculum in Rural schools and at what stage of general education should such be introduced?

4.—How are the teachers for these subjects to be trained and is inspection in these subjects to be done by the Education or by the Agricultural Department?

5.—Is the Bombay System of Vernacular Agricultural Schools approved and in what provinces do the Agricultural population prosecute their general education to a point where they could profit by such schools? From what standard should they be eligible for admission to such Schools?

6.—How should the teaching staff for such schools be recruited and should they be controlled by the Agricultural Department entirely or in co-operation with the Education Department? Details for inspection and control to be worked out.

7. At what ages do the Agricultural classes leave school in each Province?

Is the general standard of education such as to permit of cultivators after they have left school and commenced work on their farms profiting by short courses of lectures on special agricultural subjects?

8.—In what other ways can the cultivator who is working his own land be educated or continue his education in Agriculture?

9.—Is the general education imparted or the special education of schools such as the Bombay Vernacular Agricultural Schools, sufficient to qualify boys to enter upon a Vernacular Agricultural course at an Agricultural College with a view to taking up appointments in the Subordinate Agricultural service?

II.—*Anglo Vernacular Education.*

1. What proportion of the sons of actual cultivators pursue an Anglo-Vernacular Course of Education?

2. To what extent do the general literature and the special science subjects bear on agriculture?

3. Can any extension of the lessons on plant life or simple science be made and can such subjects as Physics, Botany and Chemistry be included in the ordinary educational course?

4. If so, at what stage should these subjects be started?

5. Should Nature Study and School gardens form a part of Anglo-Vernacular courses in rural areas: and should the subjects be optional or compulsory?

6. How should the teachers for such subjects be selected and by whom should the examinations in these subjects be conducted?

7. Is it feasible and if so at what stage to separate the Anglo-Vernacular Course into two sections one of which might be called General or Literary and the other Scientific. If so could the latter have sub-divisions, e.g., pure Science: Science as bearing on Agriculture: Science as bearing on Manufactures, etc.?

8. Should the Education for the Subordinate Agricultural Staff be given at an Agricultural College or should separate Agricultural Schools be formed for this purpose?

9. In either case what is the minimum educational qualification that can be accepted for admission to the course?

10. What should this course consist of? Consider the general applicability of the Madras Scheme. Any other suggestions for the recruiting and training of the Lower Subordinate Staff. Would this course also be suitable for the training of the sons of cultivators who desire to cultivate their own land.

III.—*Collegiate Education.*

The Agricultural Department allege that the Matriculation Standard does not give pupils a sufficient general education to enable them to pursue satisfactorily a course at an Agricultural College. If this is so should a higher standard be fixed for entrance to an Agricultural College or should some other test for admission, e.g., the intermediate Science, or a Preliminary Examination for entrance to an Agricultural College, be prescribed.

2. From another standpoint do the Educational Department consider the Standard curriculum of Agricultural Colleges satisfactory from an educational point of view and if not in what respect would they recommend their revision. Should the standard aimed at be temporarily lowered till the general educational standard is raised to a pitch at which a

plentiful supply of suitable material will be forthcoming or should the present standard be maintained and other elementary or special courses be introduced in the Colleges so as to keep them fully employed.

3. For what classes of persons should education be provided at the Agricultural Colleges and what general form should such education take?

4. In what respects is the present college education deficient and how should this be remedied?

5. What additional agricultural education, if any, should be provided outside the colleges?

IV.—Post Graduate Education.

How is this to be arranged for?

2. The question of affiliation of Agricultural Colleges to the Universities.

J. MacKENNA,—2-11-14.

I will discuss this with Mr. MacKenna when he comes to Delhi.

L. J. KERSHAW,—23-12-14.

The more I consider the question the less I think it necessary for the Government of India to move in the matter but Secretary had better mention the case to my successor.

R. W. C[ARLYLE],—30-6-15.

I have read these papers with the greatest interest. (Mr. Coleman's report seems to have dropped out of the file and I should like to have it added.)*

*Please see B. February 1914, Nos. 4-6, File No. 13 of 1912.

As a very great deal seems to hinge upon the proceedings of the Vernacular Agricultural Schools in Bombay and the success or failure attending them, I think I had better take the file with me and (with the Bombay Government's concurrence) elicit the views of the Director of Public Instruction and the Principal of the Agricultural College, and also discuss with them Mr. MacKenna's proposed syllabus for discussion.

2. It seems to me (differing with great hesitation from Sir R. Carlyle) that it is almost the duty of the Government of India to do something now. My own feeling is that the most hopeful method of procedure will be a small conference between a representative of the Department of the Revenue and Agriculture and one of the Education Department; assisted by the Agricultural Adviser to the Government of India and if possible one or two Educational and Agricultural experts (e. g. Dr. Coleman) plus one or two Indian gentlemen who have knowledge on the subject. It seems to me that representatives from all provinces are not called for to discuss a matter which is essentially one of principle: and that provided we have one or two men who are acquainted with the practical issues and their application to Indian conditions, we shall be able to arrive at a conclusion which will be applicable to all provinces except perhaps Burma.

3. Will Secretary please discuss with me one day next week before I leave?

C. H. A. H[ILL],—24-7-15.

I have spoken to Secretary. Let me have at Poona.

C. H. A. H[ILL],—26-7-15.

I had a conference on the subject of this file, dealing with agricultural education, at which the Hon'ble Mr. Carmichael, Mr. Keatinge, the Hon'ble Mr. W. H. Sharp, and Mr. Rieu were present. I first of all asked Mr. Keatinge kindly to tell us how the special schools (vernacular) were progressing. The situation at present is as follows:—

(a) In respect of the *Loni* school in the Poona District, situated 10 miles from Poona there are now 43 boys out of a possible accommodation for 50. Board and lodging, as well as tuition, are given free and every effort is made to secure the right stamp of boy, namely, the sons of well to do agriculturists. The school has now been going for about four years and two batches of full-course, two-year students have been turned out.

(b) At *Devi Honsur*, in the Dharwar District, the school is smaller and is out in the country, away from everywhere, and has not been in operation quite so long.

- (c) There is a school at *Mirpurkhas* in Sind recently established with a rather different object. Instead of, as in the first two cases, taking boys who have studied up to the third vernacular standard, aged about 14 on the average, whose object is to return to the land to till their own farms, the *Mirpurkhas* school is designed to attract older boys (there are only about ten there) with a view to qualifying them for employment as *Kamdars* to the *Zemindars* in Sind. The boys are mostly trained in the ordinary schools up to about the second or third English standard and, as there is a demand on the part of the *zemindars* of Sind for capable managers, there is no difficulty there in finding employment for the outturned student, who, after a year or two of *Mirpurkhas* is able to command Rs. 30 to 40 a month.
- (d) Another school, at *Chopda*, is run on somewhat different lines. A private endowment fund was got up in the district and, with the funds so accumulated plus a local board grant, a *day school*, with a one year course for boys who have passed the fourth standard (vernacular), has been established. It provides a purely agricultural course, entirely divorced from the ordinary educational subjects. Mr. Keatinge thinks that this will prove to be a very popular form of agricultural school.
- (e) In addition to the above four there is in prospect the establishment of two others, one at *Jambul* in Thana, and one at *Godhra* in the Panch Mahals, but these have not yet come effectively into being.
- (f) Finally, there is a private school, of an entirely different character, established in the *Alibag* District by *Sardar Bivalkar*, and maintained entirely by him at his expense. This school, which takes children from 7 years of age upwards, limits its purely agricultural teaching to the top class but attempts a system of nature study from the very beginning. It is residential and has, like the first four, an agricultural graduate at its head. It appears to be doing good work but it is impossible to say at present what degree of practical utility, as an agricultural establishment, it may attain.

2. The general conclusion, drawn from the experience gained from these various schools may be stated thus :—

- (i) The school must be very good and very effective to attract people at all.
- (ii) It must be in an accessible position, that is to say, accessible from some large centre.
- (iii) It must be well found in point of appliances, land, etc.
- (iv) It ought, for choice, to be in a high class cultivating region with rich soil
- (v) It should aim at inculcating high class cultivation, the use of appliances, engines, and so forth, as well as merely improved methods of cultivation, seed selection and so forth, the reason being that, in a country like India, where there is a highly intelligent agricultural population, unless something is done out of the ordinary run of proceedings, the observer from neighbouring villages, who comes to see what the boys are being taught, goes away with the impression that the boys are not learning anything which is not already in vogue. A further point is that board and lodging must, for the present, be free, if boys of the right class are to be attracted. Mr. Keatinge thinks that, while the *Loni* school might be filled with Brahmins even if board and lodging were charged against them, it would certainly be depleted of the class which we want to attract there. As it is, many Brahmins are turned away and the two or three who are there belong to an agricultural class or are, at all events, in some manner directly connected with the land. Finally, as a general conclusion, while Mr. Keatinge is emphatically of opinion that the experiment will justify itself, he feels that further time is necessary before it is possible to give actual statistics or data for this belief.

3. After hearing what Mr. Keatinge had to say and discussing his various points, I asked Mr. Sharp whether he thought that, in the light of the experiment of agricultural Vernacular Schools, there was any reason for considering the question of modifying in any way the curriculum of the Education Department's primary schools. Mr. Sharp explained, as indeed the Government of India know, that some time ago an attempt was made with agricultural primers to impart an agricultural tinge to the primary school education in the Mofassil. The attempt was abandoned because it was found impossible to get teachers who could instruct the boys intelligently in the subjects dealt with in the agricultural text books. The same disability exists today and will continue to exist for a long time. Gradually, as the outturn of the normal training schools and colleges is increased, there will be a larger number of teachers available and sufficiently intelligent and well-instructed to give the boys an intelligible idea of such subjects. But this will be a long process and Mr. Sharp was of the opinion, which I share, that it is quite useless to waste time in modifying the primary

school course. Another consideration is that the agriculturist in India, in common with the rest of the population, is just as well employ-d for the first four years of his educational life, say up to the age of 13 or 14, in learning to read, write and calculate, provided he is taught these subjects intelligently, as he would be in getting an unintelligent groundwork of what he will eventually learn intelligently in the ordinary course of his livelihood. As in other educational departments, therefore, the teacher stops the way and renders it futile to consider a readjustment of the primary curriculum in connection with agricultural education, while the agricultural text book failure still holds the field.

4. As a general result of the discussion, it was agreed that an attempt should be made by the Director of Agriculture, on the analogy of what is done in respect of technical schools, to trace and report on the boys who have passed through the vernacular agricultural schools, in order that the Government of Bombay may be in a position to see what the actual results in each case are, that is to say, whether the boy has returned to his home, has been intelligent enough to apply new methods as a result of what he had been taught, and whether his example has influenced, in any way, his agricultural surroundings. Before we have these results, I am inclined to agree that even a conference, such as was proposed last year, could not get the subject very much further. In this, the Hon'ble Mr. Carmichael agrees. He is entirely in favour of a conference as soon as Government, and perhaps others, have more data to go upon. I am quite hopeful of learning results from Bombay which will enable the Government of India to decide on the question of holding a conference with some prospect of furthering the consideration of this important question.

5. In case we hear nothing from Bombay by March 1916, this file had better be put up with a draft demi official enquiry on the subject.

C. H. A. H[ILL],—8-8-15.

The file should be printed up and recorded after Education Department have seen Hon'ble Member's note.

L. J. KERSHAW,—16-8-15.

Education Department.

Seen in the Education Department.

The position, apparently, is as follows:—

1. The Honourable Mr. Hill, though still in favour of a conference between the two Departments, now thinks that it should be postponed for the present.

2. Sufficient time has not elapsed to say definitely whether the Bombay Vernacular Agricultural Schools have proved a success. The Director of Agriculture is collecting information and, when this is received, the Department of Revenue and Agriculture will be in a position to discuss.

3. With regard to the possibility of giving an agricultural flavour to the curriculum of primary schools there are as yet few, if any, teachers competent to give such instruction. The Agricultural primers have therefore proved a failure. When a suitable occasion arises, this Department should approach the Department of Revenue and Agriculture for advice as to curricula and equipment.

4. Nothing new is said on the question of Agricultural Colleges and their relation to the Universities. This does not concern this Department directly, but it seems to me that the affiliation of Agricultural Colleges is a distinct advantage to the Universities concerned in that

There are arguments the other way, too. the Agricultural Professors should supply practical experience of things and a knowledge of people which the other members of the University do not usually possess. If the Agricultural Colleges are not affiliated to the University, I hope the practice of nominating Agricultural Professors to the Senate will be continued.

G. ANDERSON,—17-8-15.

Honourable Member should see Sir Harcourt Butler's note of the 10th October 1914 and the Honourable Mr. Hill's of the 8th August 1915, especially paragraph 4.

H. SHARP,—19-8-15.

Sir Harcourt Butler may see on return. Mr. Selwyn Fremantle, Magistrate of Allahabad, has in the Press a very interesting pamphlet on the subject which I advise Secretary to ask for.

L. P[ORTER],—26-8-15.

Issue the letter to Mr. Fremantle (I have put draft below). Let Honourable Member see the file on return from leave on the 6th or 7th.

H. SHARP,—27-8-15.

COPY OF A DEMI LETTER FROM THE HON'BLE MR. H. SHARP, C.I.E., M.A., SECRETARY TO THE GOVERNMENT OF INDIA, EDUCATION DEPARTMENT, TO S. H. FREMANTLE, Esq., C.I.E., MAGISTRATE OF ALLAHABAD, DATED SIMLA, THE 27TH AUGUST 1915.

Porter tells me you have in the Press a pamphlet on agricultural education. The question is under discussion here (it often is). I wonder if you could kindly let me have a copy of your pamphlet?

COPY OF A DEMI-LETTER FROM S. H. FREMANTLE, ESQ., C.I.R., MAGISTRATE OF ALLAHABAD, TO THE HON'BLE MR. H. SHARP, C.I.E., M.A., SECRETARY TO THE GOVERNMENT OF INDIA, EDUCATION DEPARTMENT, DATED ALLAHABAD, THE 5TH SEPTEMBER 1915.

I send you herewith a copy of my pamphlet now in the Press. I could not send it before as His Honour (Sir J. Meston) had it with the object of writing a preface. It deals you will see with rural primary education chiefly but there is mention of agricultural education also.

We must acknowledge.

H. SHARP,—7-9-15.

1. Draft for approval.

2. The file may now be submitted to Hon'ble Member—*vide* the Hon'ble Mr. Porter's note of 26th August.

L. H.,—9-9-15.

The draft may issue.

This is Mr. Fremantle's "Policy of Rural Education," which has a very distinct bearing on the matters discussed in this file.

2. Mr. Fremantle emphasises two important facts :—

(a) In Japan 2·6 per cent of the School population proceed to a literary course, while nearly 5 per cent proceed to technical courses. In India, the answering percentages are 12·4 and 0·5.

(b) Out of every 5 pupils in India who complete the Upper Primary stage no less than four go on to a Secondary School. Mr. Fremantle argues from this that the present system takes away from the country side its best talent. He might have strengthened his contention perhaps by showing that this talent rarely goes back. In England it may do so in the country parson.

3. Mr. Fremantle's chief suggestion is the half time school which he advocates on page 19. He is also strongly in favour of co-operation between Agricultural and Education Departments.

G. ANDERSON,—16-9-15.

The Hon'ble Mr. Hill would postpone the proposed conference on Agricultural Education till the result of the Bombay experiment is seen. I shew this to Hon'ble Member.

There is a manuscript of a pamphlet below by Mr. Fremantle. The practical suggestions are on page 19 and onwards. After Hon'ble Member has seen this file, I will return the manuscript.

H. SHARP,—17-9-15.

I adhere to my view that a conference would be useful now but defer to the views of the Administrative Department. The subject requires a stimulus. Conferences keep enthusiasm going.

S. H. B[UTLER],—19-9-15.

COPY OF A DEMI-OFFICIAL LETTER FROM THE HON'BLE MR. H. SHARP, C.I.E., M.A., SECRETARY TO THE GOVERNMENT OF INDIA, EDUCATION DEPARTMENT, TO S.H. FREMANTLE, ESQ., C.I.E., MAGISTRATE OF ALLAHABAD, No. 232, DATED SIMLA, THE 20TH SEPTEMBER 1915.

Many thanks for the copy of your very interesting pamphlet. I think it better to return you the manuscript and shall hope to see it shortly in print.

Department of Revenue and Agriculture.

The notes from page 19 are submitted for perusal. This file may now be printed up and recorded. It will be put up again in March 1916 as ordered by Hon'ble Member in paragraph 5 of his note of 8th August 1915 on page 19 *ante*.

Mr. Fremantle will no doubt supply us with a copy of his pamphlet when printed. If not, we can ask for a copy later.

C. H. M.,—24-9-15.

F. NOYCE,—28-9-15.

Hon'ble Member may wish to see the Education Department notes before the papers are printed up.

L. J. KERSHAW,—29-9-15.

Unless we hear in the meanwhile Bombay may be asked demi-officially in March about results of enquiries.

C. H. A. H[ILL],—30-9-15.

Honourable Member wished me to send him this file at Allahabad. I discussed the question of a Conference with the Agricultural Adviser when he was here for the meeting of the Board of Scientific Advice. I have now got down from Simla and placed in the file some papers* which Mr. Coventry said he had sent

* Appendix III to Notes.

Mr. Kershaw earlier in the year regarding a Conference between Agricultural and Educational Officers which had been held in Madras. These papers which I had not seen before and which I do not think Honourable Member has yet seen are of great interest and show, I think, that Madras has already made considerable progress towards finding out the lines on which co-operation between the Agricultural and Educational Departments can best be carried out.

2. The Agricultural Adviser agreed with the suggestion which I had already mentioned to Honourable Member that a small informal Conference between representatives of the Agricultural and Educational Departments presided over by Honourable Member might suitably be held at Pusa either before or after the meeting of the Board of Agriculture next February. It could not be held during the meetings of the Board as the time of the members of the Board will be so fully occupied. Mr. Coventry and I went through the list of officers of the Indian Agricultural Service and picked out the following names:—

Mr. Keatinge, who can speak with special reference to the Vernacular Agricultural Schools in Bombay.

Mr. Dobbs, Deputy Director of Agriculture, Bihar and Orissa, who was formerly at the Lyallpur College and is much interested in the question of agricultural education as is shewn by the preceding notes.

Mr. Barnes, the Principal of the Lyallpur College.

Mr. Wood, the Principal of the Coimbatore College.

Mr. Clarke, Agricultural Chemist United Provinces, who, Agricultural Adviser says has devoted a good deal of attention to the subject.

Mr. Coventry was of opinion that if the utility of Agricultural Colleges to the Agricultural Department and to agricultural industries were to be the main subject for discussion, Mr. Clouston, Deputy Director of Agriculture, Central Provinces, should be added but that it, as I think is Honourable Member's intention, the object of the Conference is rather to find out a joint line of action which can be followed by the Agricultural and Educational Departments, the addition of Mr. Clouston would not be so necessary. Mr. Coventry thought that the names mentioned above represented all the various schools of thought in the Agricultural Department on the subject of agricultural education. Mr. Low whom I have consulted thinks that Mr. Clouston would in any case be a very helpful member of the Conference. Mr. Coventry suggested Dr. Mann but he is, I think, somewhat of a "crank" and is not, I should imagine, likely to contribute anything very useful. Mr. Chadwick, the Madras Director, would, I am sure, be a useful member but I doubt if it is desirable to have more representatives of the Agricultural Department than those mentioned above. The Agricultural Adviser says that Dr. Coleman is unfortunately on leave.

Appx. IV to Notes.

3. The Agricultural Adviser could think of no members of the Indian Educational Service who have taken a special interest in Agricultural Education and could only suggest that Sir Edward MacLagan should represent that department. I have consulted Mr. Sharp and Mr. Low on the point. Mr. Sharp suggests that Mr. Sharp, the Bombay Director, or an Inspector of Schools suggested by him might attend and also Mr. de la Fosse, the United Provinces Director, or an Inspector suggested by him. Mr. Low could think of no one. Madras ought, I think, to be represented as that province seems to be the only one besides Bombay that is really doing something in the matter, and we might perhaps ask the Madras Government demi-officially which of the two Indian Educational Service officers—Messrs. Champion and Kershaw—who attended the Madras Conference, would be the more useful. February would not be a convenient month for Mr. Sharp himself as he will be on tour and he would prefer to be consulted later about any proposals the Conference might put forward.

Appx. III to Notes.

4. In his note, dated 24th July 1915, Hon'ble Member mentioned the possibility of one or two Indian gentlemen who have knowledge on the subject attending the Conference. The Agricultural Adviser could not think of any Indian gentleman likely to contribute anything practical to the discussion. The only name that occurred to me was that of Mr. Lalubhai Samaldas and both Mr. Sharp and Mr. Low mentioned him as a possibility. He is of course more interested in Co-operative than Agricultural education but has, I believe, ideas on the latter. Mr. Sharp could think of no one else. Mr. Low suggested Mr. Theagaraya Chetty of Madras but he is interested rather in industries than agriculture and Mr. Ram Krishna Amrut Pele of Morsi, Amraoti District, Central Provinces, who he says is a keen agriculturist and a practical man with sound ideas. As for Indian officials Mr. Low mentioned Mr. Gonehalli, the Bombay Extra Deputy Director. Mr. R. Satagopa Aiyangar, a Lecturer at the Rajahmundry College and an officer of the Provincial Educational Service in Madras, was a Member of the Madras Conference and might be useful.

5. The Agricultural Adviser would himself of course attend. He agreed that Mr. Freemantle would be a valuable member of the Conference as representing a point of view which is neither that of the Agricultural nor of the Educational Department.

F. NOYCE,—16-11-15.

I have had the advantage of discussing this question with Sir James Meston while at Allahabad.

2. The discussion at Madras forwarded with Mr. Coventry's letter is of considerable interest but does not really carry us very much further. I think that the present position may

Appendix III to Notes.

be summarised somewhat as follows :—

- (a) There is a general feeling that the idea of giving an agricultural tinge to elementary education generally in primary schools must be abandoned. Even if it were otherwise feasible, there are no qualified teachers at present and can be none on a scale proportionate to the needs of the case for a very great number of years to come. The results of the inquiry in Madras will, no doubt, be interesting, but whether or not the general curriculum and the text books in primary schools are found to be susceptible of modification calculated to bring about the results aimed at, I do not think that we need for the moment take into account the possibility of modifying primary school courses in the direction of agriculturising primary schools.

- (b) An interesting experiment, the results of which, as reported in Mr. Keatinge's letter,* are decidedly promising, has been carried out in Loni in the

Appendix II to Notes.

Poona District and is being extended to three or four other villages in the Bombay Presidency. The experiment consists in organising small agricultural schools for only a small number of selected boys of the agricultural class in outlying villages under the charge of an agricultural product of one of the Colleges. The Loni school is the only one whose results are yet susceptible of analysis and they are sufficiently encouraging to justify the hope that the schools may expand yet further and become more numerous as time goes on. These schools are quite outside the Educational Department and do not purport to impinge at any point upon the ordinary educational curriculum of the country. They cater for the agriculturist who has already gone through the necessary minimum of vernacular literary education.

- (c) It is most desirable that an attempt should be made to clarify the relations of agricultural colleges (1) with the general educational system of the country and (2) with the Agricultural Department. In regard to this point, there are two sharply conflicting views. On the one hand, most of the officers of the Agricultural Department are opposed to the liberalisation of Agricultural Colleges and to their affiliation with the Universities on the ground that by so doing the Agricultural Department will lose, to a certain extent, control of the colleges, while there will be less certainty that the lines of education as conducted in the colleges will be so laid down as to secure a constant supply of subordinates for service in the Agricultural Department. On the other hand, it is maintained that, by keeping the Agricultural Colleges within the limits devised for the production of subordinates for the Agricultural Department, we shall be stifling the higher agricultural education and research and discouraging the evolution of a class of Indians who will take up *con amore* the prosecution of higher studies and research in agriculture instead of in other subjects.

With reference, generally, to this question, it seems to me that this is another Department of public life in regard to which it behoves us to recognise that efficiency is not the sole or even the most important point to consider. If departmental efficiency can only be maintained at its highest level at the sacrifice of political considerations and of the attainment of a more liberal course of education in agriculture, then it is arguable that efficiency might, on political grounds, justifiably be sacrificed. At all events, this is a point which will be all the better of discussion at any conference that may be convened.

- (d) The relative positions of the Educational Department and the Agricultural Department in regard to Agricultural education and development also require further discussion.

3. My idea is that we may with great advantage convene an informal conference to discuss the above matters, and I agree that a day or two before the assembly of the Board of Agriculture at Pusa might be a convenient time. I think that such resolutions or suggestions as may result from the discussion at this conference should be communicated to Local Governments demi-officially for their consideration with a request that they will favour the Government of India with their advice on them. For the purposes of such discussion, I agree that the *personnel* suggested by Secretary on page 21 will be suitable so far as it goes, namely, Mr. Keatinge, Mr. Dobbs, Mr. Barnes, Mr. Wood, and Mr. Clarke. But, if the Educational Department are in agreement, I should like also to have an educational expert at the conference. Will the Educational Department kindly advise on this point. We want a liberal advice

unfettered by preconceived prejudice or departmental jealousy and I agree that Mr. Sharp, the Director of Public Instruction in Bombay, would be a suitable man for the purpose; but I know his views very well and I am very doubtful whether he, who is one of the busiest men in the Bombay Presidency, could without great inconvenience attend, and perhaps the Educational Department could suggest someone else. Could they, for example, spare Mr. Anderson for two or three days;

4. In addition to the above, I think we should certainly have an Indian gentleman, if not two. Mr. Lalubhai Samaldas would certainly be useful and I happen to know that the newly appointed Mr. Justice Jawala Prasad, recently selected for the Bihar and Orissa High Court, is much interested in the subject. One or other or both of these might be on the conference.

5. Finally,—this has been suggested to me by Sir James Meston,—it would be a good plan to have an experienced administrative officer of the Revenue Department to advise. I see that no Bengal officer is on the personnel hitherto suggested and it occurs to me that it might be a good thing to ask the Hon'ble Mr. Beatson Bell to suggest some Revenue officer, not of agricultural experience, from Bengal. Possibly, also, Mr. Freemantle might be included if Bengal has no nominee.

6. If the Education Department concur generally in the views expressed in this Department, Secretary might put up a demi-official draft to the Local Governments concerned, asking for their co-operation and the loan of the services of the officers mentioned. I can discuss the date of the conference with Secretary on return to Delhi.

C.H. A. H[ILL],—20-11-15.

Department of Education.

This is a long standing case between the Revenue and Agriculture Department and the Education Department regarding the organisation of agricultural education in its various branches. The question has been discussed at length in the preceding notes. The Honourable Mr. Hill in his note of the 20th instant has summarised the present position. He now proposes a committee in February. Sir Harcourt Butler was in favour of a committee (*vide* his notes of the 10th October 1914 and of the 19th September 1915).

2. This Department is now asked to concur generally in the views expressed in the Honourable Mr. Hill's note. I think we may say that we concur in the idea of a committee in February. The question of the personnel of the committee is discussed in paragraphs 3 to 5 of Mr. Hill's note. This Department is mainly concerned with paragraph 3. I entirely agree that Mr. Anderson fulfils the requirements suggested in that paragraph, but I have ascertained from him that he has no particular experience of the questions in hand. If the Revenue and Agriculture Department do not consider this a serious objection he might attend the Conference. But I would earnestly suggest the presence of some Director of Public Instruction or some Inspector who has had recent experience in the matter in addition to Mr. Anderson. If Mr. Sharp of Bombay cannot come I would repeat my suggestion of Mr. de la Fosse of the United Provinces.

3. Possibly Honourable Member may have some useful suggestion to make regarding paragraph 4 of Mr. Hill's note. As to paragraph 5, I might add that Mr. Beatson-Bell worked with me on a committee on the primary curriculum in Eastern Bengal and took great interest in the subject.

4. I think it might be well to bring to the notice of the Revenue and Agriculture Department that Sir Edward Maclagan will be Secretary in this Department when the Conference takes place and that his presence might be useful. He has dealt largely with this case.

5. As regards the concluding sentence of Mr. Noyce's note of 18th instant, I had understood that the Conference would take place early in February. If it takes place after my return for the Council meetings I could attend if this is desired. But Mr. Noyce and myself both doubted whether my attendance would be altogether desirable.

6. As regards the merits of the case itself, this Department is not asked for its opinion at this stage. I would however put in a plea as regards paragraph 2 (a) of Mr. Hill's note that the Conference should not lose sight of the idea of giving an agricultural tinge to elementary education. As I said in my note of the 25th July 1914, I think a discussion of this will be of value. That the result of such a policy will not be immediately apparent does not mean that such a policy is to be neglected.

H. SHARP,—25-11-15.

I agree with Sir Harcourt Butler that a conference at Delhi might be useful. As it is intended to secure co-operation in agricultural education and research between the two Departments, it must be held at a place where the heads of the two Departments and their Secretaries might follow the proceedings. It is not of much

use to depute an officer to attend the Conference at Pusa. For this, it is not essential to invite non-official Indians.

If it is proposed to consider the question of Agricultural education or research, we should invite non-official Indians, men who have been doing something for agriculture or who are themselves engaged in it. In that case, the advisability of meeting in a Presidency Town or Allahabad, in preference to Delhi, might be considered.

I am against a meeting at Pusa.

C. S. N[AIR],—27-11-15.

P. S.—I presume we are called upon to give our opinion only on the question of the Conference.

C. S. [N[AIR]].

The Hon'ble Mr. Hill told me that it was proposed to hold a conference at Pusa and that it would be a conference of the Revenue and Agriculture Department at which it was desired that some educational officer should be present in order to render assistance but not as representative of the Department. I spoke to the Hon'ble the Member for Education about the matter. On this understanding he withdraws his objection to a conference at Pusa. He is also willing that, if I can manage it, I should attend the conference or that one of the Directors of Public Instruction should attend or that both I and a Director should attend. He thinks that this would be more useful than the attendance of Mr. Anderson, since Mr. Anderson has no practical knowledge of the subject. Should the Revenue and Agriculture Department decide that Mr. de la Fosse or some other Director should be present they will no doubt arrange direct with the Local Government.

H. SHARP,—1-12-15.

Department of Revenue and Agriculture.

Hon'ble Member would perhaps kindly let me discuss this with him after perusal of the Education Department's notes.

F. NOYES.—6-12-15.

I think the Honourable Member in Education Department did not quite realize that this was purely a question of a Conference to discuss the agricultural side of the subject, and that this misunderstanding underlies his objection to Pusa as the *locale* of the Conference. The position is a somewhat different one to that which was dealt with by the Honourable Sir Harcourt Butler. I am grateful to the Honourable Sir Sankaran for agreeing to permit an educational expert to attend. We should warmly welcome Mr. Sharp; but I understand from the Honourable Sir E. MacLagan that it is more probable now that Mr. Anderson will be able to attend.

2. I think we should now address the Local Governments concerned intimating, that it is proposed to hold an informal Conference at Pusa on 4th February to discuss Agricultural Education generally, explaining the scope generally as in my note, and giving roughly the headings of the subjects which will come under discussion. We should intimate that it is proposed that the Conference should be constituted as follows.

(1) Myself—President.

(2) *Honourable Mr. Beatson Bell, or a nominee of his from Bengal.

(3) Mr. Coventry ...

Agricultural Adviser.

(4) Mr. Keatinge ...

... Director of Agriculture, Bombay.

(5) Mr. Dobbs ...

... Deputy Director, Bihar and Orissa.

(6) Mr. Barnes ...

... Lyallpur Agricultural College.

(7) Mr. Wood ...

... Coimbatore.

(8) Mr. Clarke ...

... United Provinces.

(9) Hon'ble Mr. Lalubhai Samaldas, C.I.E.

Bombay.

(10) Hon'ble Mr. Justice Jawala Prasad

... Bihar and Orissa.

(11) Hon'ble Mr. Sharp

... Education Department.

or

Mr. Anderson.

(12) Mr. de la Fosse

... Director of Public Instruction, United Provinces.

(13) Mr. Freemantle

... Collector, Allahabad.

(14) Mr. Clouston

Central Provinces.

*I have asked Secretary to put up a personal letter to Mr. Bell from me. This should issue and be replied to before Bengal are addressed.

C. B. A. H[ILL].

In the letter to local Governments (11) may be shown as "A representative of the Education Department."

C. B. A. H[ILL].

The letter can be demi-official, since the Conference is to be informal, and can express the hope that Local Governments will kindly permit the officers named to attend.

As regards Nos. (9) and (10) a personal letter can be sent.

As to No. (2) I have noted in the margin. I should like to see drafts. Secretary might mention the matter to His Excellency.

Education Department should see again after issue.

C. H. A. H[ILL],—6-12-15.

I submit draft demi-officials to Local Governments and also the draft of a personal letter from Hon'ble Member to the Hon'ble Mr. Beatson Bell. I have not submitted draft invitations to Mr. Lalul hai Samaldas and Rai Jawala Prasad Bahadur (this is, I think, his correct designation at present as he has not yet taken up his duties in the Bihar and Orissa High Court). These should, I think, contain an indication that they will receive the usual travelling and halting allowances admissible in these circumstances. I am not sure what these are and am having the point looked up. The concurrence of the Finance Department will be necessary in regard to this.

2. I also submit a tentative list of subjects for discussion. I have used as a basis for this, Mr. MacKenna's syllabus on page *as is* but I have modified it very considerably with reference to the later notes more especially Hon'ble Member's note and have curtailed it as the conference will not be on the scale anticipated when Mr. MacKenna drew up his syllabus. If Hon'ble Member would prefer to consider this more at leisure or would wish to have it criticised by the Agricultural Adviser and the Education Department, we can tell Local Governments that it will follow. I have not included the curricula of the Agricultural Colleges as a subject for discussion. I venture to think that in view of the recent extensive changes introduced by Local Governments there is nothing to be gained by discussing this as we could hardly ask Local Governments to go back upon their recent action in this respect.

3. As regards the personnel of the conference, a question which arises is whether it would not be an advantage if Mr. MacKenna could not attend the Conference (Burma will otherwise not be represented though this in itself does not matter very much as the question of agricultural education does not I think, present the same aspects there as in India proper) as well as the meeting of the Board of Agriculture. Mr. MacKenna wrote to me privately about this a short time back. He would, I know, like to attend the meeting of the Board of Agriculture but is not anxious to face two journeys from Burma within six or seven weeks of each other. I hardly think that there is any special duty on which he could be placed between the meeting of the Board and April 1st in which he takes over-charge of the Agricultural Advisership, especially in view of the present financial stringency. I shall probably hear from him again about this in a day or two. In any case it would, I think, be an advantage if he could attend though it might be inconvenient to the Government of Burma.

4. I mentioned the case to His Excellency who entirely approved the idea of the Conference. He pointed out that it might not be possible for Rai Bahadur Jawala Prasad to attend as the Bihar and Orissa High Court will be opened early in February. I have since ascertained that His Excellency is opening the High Court on February 3rd, so that it should be possible for Rai Bahadur Jawala Prasad to be at Pusa on the 4th. Sir Edward MacLagan has mentioned to me that Sardar Jogendra Singh of the Punjab would be a useful non-official to have on the Conference. I had overlooked him but I know that he takes a great interest in agricultural education and development generally. He might perhaps be substituted for Rai Bahadur Jawala Prasad as Honourable Member does not, I think, wish to have more than two officials or we could wait and see whether both Mr. Lalubhai Samaldas and Mr. Jawala Prasad accept before sending him an invitation.

F. NOYCE,—11-12-15.

I have added the question to what extent education in the vernacular should be given at the agricultural colleges to the heads for discussion with reference to Hon'ble Member's note on the file containing the Punjab report for last year.

F. NOYCE,—11-12-14.

I should like Agricultural Adviser to see before I note.

C. H. A. H[ILL],—14-12-14

Agricultural Adviser.

I think there should be an issue on the question as to whether, in view of the present low standard of primary and secondary education, of the very large amount of illiteracy amongst the agricultural classes and of the undeveloped (I might almost say primitive) state of the agricultural industry, there is any serious demand for Agricultural Colleges as part of the general scheme of education. In other words whether these Agricultural Colleges as *educational*

centres are not in advance of the times and of the existing Educational Scheme. Whether it would not be better to make them merely Institutes with Experimental farms for technical instruction and training up to the demand.

2. Another point which I think might advantageously be discussed is whether the greatest assistance which the Agricultural Department can render to the cause of education is not by the expansion of the demonstration of improved agricultural methods so as to increase the resources of the agricultural classes, raise their standard of living and thus place them in a more favourable position to participate in a more advanced scheme of general education. This policy has been most successfully adopted in the Southern States of America where conditions were 10 years ago very similar to those in India.

3. With regard to item "IV General" of the Heads of discussion, enquiry is made as to whether there are any other ways in which the Education Department could assist the Agricultural Department in regard to agricultural education. My personal view is that this is not quite the correct attitude to take up. We are not primarily concerned with education proper. It is the sphere of the Education Department and I rather think the question should be put as to how the Agricultural Department can assist the Education Department.

Also it is not clear to me what is meant by "rural development." If "agricultural development" is meant, I doubt whether we require the assistance of the Education Department in this technical matter except that they might link themselves up with us in a movement for the demonstration of improved methods as a force for the education of youth. If "rural education" is meant then the question is whether the Agricultural Department can assist the Education Department rather than the converse.

These are the only remarks I have to make.

4. I should like to have a copy of the Heads of Discussion before the meeting if there is no objection and I should also be glad to know whether the Hon'ble Member and the members of the conference will arrive at Pusa on 3rd February or on the 4th.

B. COVENTRY,

Agricultural Adviser to the Government of India.

This file only reached me from the Agricultural Adviser to-day. As time is getting rather short it would perhaps be better if the demi-officials to Local Governments were to issue at once and the heads of discussion were to follow later. Honourable Member can then deal with the latter at his leisure.

2. The first issue suggested by the Agricultural Adviser falls under the general heading in the demi-officials of the relationship of the Agricultural Colleges to the Agricultural Department and to the general educational system of the country. It may perhaps be included in the heads for discussion though I cannot help thinking that, in view of the developments of the last ten years, the transformation of the Agricultural Colleges from centres

I agree.

C. H. for agricultural education into Institutes for technical training in Agriculture is not now practical politics.

3. I am inclined to think that the second issue suggested by the Agricultural Adviser is of too vague a character to be included in the heads for discussion. I do not feel at all certain that I understand what the Agricultural Adviser means. It is the present policy of the Agricultural Department "to render all assistance possible to the cause of education by the expansion of the demonstration of improved agricultural methods so as to increase the resources of the Agricultural classes, raise their standard of living and thus place them in a far more favourable position to participate in a more advanced scheme of general education."

If the idea underlying Mr. Coventry's suggestion is that the Agricultural Department should confine itself entirely to this and have nothing more to do with agricultural education this again is not, I think, "practical politics."

I agree again.

C. H.

4. The third question raised by the Agricultural Adviser can perhaps be met by the alteration I have made in the heads for discussion.

5. In paragraph 3 of my note of 11th December 1915 on page 25 *ante* I raised the question whether Mr. MacKenna might not attend the Conference. I have since heard from Mr. MacKenna that he would much like to attend the next meeting of the Board of Agriculture and it would certainly seem very desirable that he should do so as it will fall to him to deal with its recommendations. If he attends the meeting of the Board he should also, I venture

I agree.

C. H.

to think, as the next Agricultural Adviser, be asked to attend the Conference. If Honourable Member agrees, Mr. Coventry who convenes the meeting of the Board of Agriculture, may be asked to send him an invitation and a demi-official similar to those below may issue to the Government of Burma.

6. Paragraph 4 of the Agricultural Adviser's note is for orders. Honourable Member's intention is, I think, that the Conference should assemble on the morning of the 4th February.

Yes.

C. H.

F. NOYCE,—23-12-15.

The demi-official can issue—*without* the list of subjects—which will need recasting I think, and can be a good deal abbreviated. Let me have the file after issue please

C. H. A. H[ILL],—23-12-15.

The demi official letters to which I have made an addition regarding Mr. MacKenna should issue to-day and the file be submitted to Hon'ble Member to-morrow. It may be given to Mr.

Seen by Hon'ble Member.

Cohen for Hon'ble Member. The demi-official below to Mr. Coventry should also issue. The demi-

official to Mr. Beatson Bell will of course be signed by Hon'ble Member.

F. NOYCE,—24-12-15.

DEMI-OFFICIAL LETTERS NOS. 145-151-C, DATED DELHI, THE 25TH DECEMBER 1915, FROM F. NOYCE, ESQ., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, TO THE CHIEF SECRETARIES, BOMBAY AND THE UNITED PROVINCES, THE REVENUE SECRETARIES, MADRAS, BISHAR AND ORISSA, AND BURMA, AND THE PUNJAB, THE HON'BLE MR. J. HULLAH, THIRD SECRETARY TO THE CHIEF COMMISSIONER, CENTRAL PROVINCES.

I am to say that the Government of India are unable to regard the present position in regard to agricultural education as at all satisfactory. Although the question is primarily one for the Agricultural Department, the Education Department is also closely concerned whilst the administrative aspect cannot be altogether overlooked. In order that the Government of India may have the benefit of the advice of experienced officers of all the departments concerned as well as of non official gentlemen who have taken a special interest in the subject it has been thought desirable that a small informal conference under the presidency of the Hon'ble Member in charge of this Department should be convened at Pusa on February 4th, 1916, to discuss the subject in all its bearings. The date and place of the conference have been fixed to suit the convenience of the officers of the Agricultural Department who will attend it as the majority of them are also members of the Board of Agriculture which will meet at Pusa on February 7th. A tentative list of the subjects which will be discussed by the conference will be sent later but the main points which would come under consideration may be summarized as follows:—

- (a) The question whether the idea of giving an agricultural tinge to elementary education generally in primary schools should be definitely abandoned. The Government of India are inclined to think that the trend of feeling is now in this direction. Apart from other considerations the supply of teachers qualified to impart such a tinge is extremely limited and there is little or no prospect that it will increase within a reasonable time on a scale that would be proportionate to the needs of the case;
- (b) Whether the interesting and promising experiment which is being carried out in Bombay of organizing vernacular agricultural schools in charge of a graduate in agriculture, admission to which is limited to a small number of boys of the agricultural class in neighbouring villages, should be extended to other Provinces;
- (c) the relationship of the agricultural colleges to the Agricultural Department and to the general educational system of the country. Two sharply conflicting views are at present held on this subject. The one view is that the affiliation of the colleges to the Universities will lessen the control of the Agricultural Department over them and that this is undesirable as it will mean that there will be less certainty that the education given will be carried out on lines which will secure a constant and sufficient supply of suitable candidates for service in the Agricultural Department. The other view is that affiliation is likely to result in an increase in the class, which is at present practically non-existent of students who take up higher studies and research work in Agriculture for its own sake and not as an avenue to Government employment. In this connexion the question arises whether a more liberal education in Agriculture is not desirable on other grounds even if it involves some sacrifice of departmental efficiency;
- (d) the general question of the lines on which the Agricultural and Educational Departments can best work in co-operation in regard to agricultural education and development.

2. As the Conference will be an informal one it is desired to keep it as small as possible and it is proposed that it should consist of the following members :—

1. Hon'ble Mr. C.H.A. Hill, C.S.I., C.I.E., President.
2. Mr. B. Coventry, C.I.E., Agricultural Adviser to the Government of India.
3. Mr. G.F. Keatinge, C.I.E., Director of Agriculture, Bombay.
4. Mr. J. MacKenna, Deputy Commissioner, Myaungmya.
5. Mr. A.C. Dobbs, Deputy Director of Agriculture, Bihar and Orissa.
6. Mr. R.W.B.C. Wood, Principal, Agricultural College, Coimbatore, Madras.
7. Mr. D. Clouston, Deputy Director of Agriculture, Central Provinces.
8. Mr. G. Clarke, Agricultural Chemist, United Provinces.
9. Mr. J. H. Barnes, Agricultural Chemist and Principal, Lyallpur College, Punjab.
10. The Hon'ble Mr. C.F. de la Fosse, Director of Public Instruction, United Provinces.
11. Mr. S.H. Fremantle, C.I.E., Collector of Allahabad, United Provinces.
12. Another officer with administrative experience.
13. A Representative of the Education Department of the Government of India.
14. The Honourable Mr. Lalubhai Samaldas, C.I.E., Bombay.
15. Rai Jawala Prasad Bahadur, Government Pleader, Arrah.

I am to express the hope that ^{His Excellency the Governor in Council} ~~His Honour the Lieutenant-Governor in Council~~ will kindly permit ^{His Honour the Lieutenant-Governor.}

Sir Benjamin Robertson

Mr. Keatinge, etc., to attend the conference. An invitation to the Honourable Mr. Lalubhai Samaldas to take part in the conference will be sent direct.

To Bombay only.

An invitation to Mr. MacKenna to attend the meeting of the Board of Agriculture is being sent by the Agricultural Adviser.

To Burma only.

An invitation to Rai Bahadur Jawala Prasad to take part in the conference will be sent direct as it is understood that he will not have assumed charge of his duties as Puisne Judge of the Bihar High Court by the date of the conference.

To Bihar and Orissa.

3. I am to add that Local Governments and Administrations will be consulted demi-officially in due course in regard to any proposals which the conference may decide to lay before the Government of India for consideration.

DEMI-OFFICIAL LETTER No. 152-C., DATED 25TH DECEMBER 1915, FROM THE HON'BLE MR. C. H. A. HILL, C.S.I., C.I.E., I.C.S., HON'BLE MEMBER IN CHARGE OF THE DEPARTMENT OF REVENUE AND AGRICULTURE AND PUBLIC WORKS DEPARTMENT, GOVERNMENT OF INDIA, TO THE HON'BLE MR. N. D. BEATSON-BELL, C.S.I., C.I.E., MEMBER OF COUNCIL, BENGAL.

I have for some time past not felt at all happy over the present position in regard to agricultural education. The literature on the subject is growing very rapidly but except for the changes which have recently been introduced in the curricula of the various Agricultural Colleges, little or nothing is being done. In order to enable us to come to some definite conclusion as to the line of policy which should be adopted by the Government of India in future I am proposing to convene a small informal conference over which I should preside at Pusa on February 4th, 1916, to discuss the subject in all its bearings. The conference will consist mainly of officers of the Agricultural Department but the Education Department will be represented as well as the non official public. I am anxious also to have the assistance of one or two officers with administrative experience and should be very glad indeed if you could find it convenient to attend as your views on the question at issue would be of great value. If you cannot manage to get away, I should be glad if you could suggest a Revenue Officer from Bengal who need not have had any agricultural experience but whose presence is likely to be helpful. We will then ask the Bengal Government demi-officially for his services.

2. A tentative list of the subjects which would be discussed will be sent later but the main points which would come under consideration may be summarized as follows :—

- (a) The question whether the idea of giving an agricultural tinge to elementary education generally in primary schools should be definitely abandoned. The Government

of India are inclined to think that the trend of feeling is now in this direction. Apart from other considerations the supply of teachers qualified to impart such a tinge is extremely limited and there is little or no prospect that it will increase within a reasonable time on a scale that would be proportionate to the needs of the case ;

- (b) whether the interesting and promising experiment which is being carried out in Bombay of organising vernacular agricultural schools in charge of a graduate in agriculture, admission to which is limited to a small number of boys of the agricultural class in neighbouring villages should be extended to other provinces.
- (c) the relationship of the agricultural colleges to the agricultural Department and to the general education system of the country. Two sharply conflicting views are at present held on this subject. The one view is that the affiliation of the colleges to the Universities will lessen the control of the Agricultural Department over them and that this is undesirable as it will mean that there will be less certainty that the education given will be carried out on lines which will secure a constant and sufficient supply of suitable candidates for service in the agricultural department. The other view is that affiliation is likely to result in an increase in the class, which is at present practically non-existent of students who take up higher studies and research work in agriculture for its own sake and not as an avenue to Government employment. In this connexion the question arises whether a more liberal education in agriculture is not desirable on other grounds even if it involves some sacrifice of departmental efficiency ;
- (d) the general question of the lines on which the Agricultural and Educational Departments can best work in co-operation in regard to agricultural education and development.

I may add that it is proposed that the conference should consist of the following members :—

1. Hon'ble Mr. C. H. A. Hill, C. S. I., C. I. E., President.
2. Mr. B. Coventry, C. I. E., Agricultural Adviser to the Government of India.
3. Mr. G. F. Keatinge, C. I. E., Director of Agriculture, Bombay.
4. Mr. James MacKenna, Deputy Commissioner, Myaungmya.
5. Mr. A. C. Dobbs, Deputy Director of Agriculture Bihar and Orissa.
6. Mr. B. W. B. C. Wood, Principal, Agricultural College, Coimbatore, Madras.
7. Mr. D. Clouston, Deputy Director of Agriculture, Central Provinces.
8. Mr. G. Clarke, Agricultural Chemist, United Provinces.
9. Mr. J. H. Barnes, Agricultural Chemist and Principal, Lyallpore College Punjab.
10. The Hon'ble Mr. C. F. de la Fosse, Director of Public Instruction, United Provinces.
11. Mr. S. H. Fremantle, C. I. E., Collector of Allahabad, United Provinces.
12. Another officer with administrative experience.
13. A Representative of the Education Department of the Government of India.
14. The Hon'ble Mr. Lalubhai Samaldas, C. I. E., Bombay.
15. Rai Jawala Prasad Bahadur, Government Pleader, Arrah.

I hope that you will find it possible to attend.

DEMI-OFFICIAL LETTER NO. 153-C., DATED DELHI, THE 25TH DECEMBER 1915, FROM F. NOYOR, ESQ., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, TO B. COVENTRY, ESQ., C.I.E., AGRICULTURAL ADVISER TO THE GOVERNMENT OF INDIA.

As MacKenna is to succeed you as Agricultural Adviser Mr. Hill thinks that it would be a great advantage if he were to attend both the conference on Agricultural Education and the meeting of the Board of Agriculture. As you convene the meeting of the Board an invitation

to attend it should, I think, be sent by you. The Government of Burma is therefore being asked to permit MacKenna to attend the Educational Conference and is being informed that you are sending him an invitation to attend the meeting of the Board. His address is "Deputy Commissioner, Myaungmya."

2. You enquired in your note on the Agricultural Education file whether the Hon'ble Member and the members of the Conference would arrive at Pusa on the 3rd February or the 4th. It is Hon'ble Member's intention that the Conference should assemble on the morning of the 4th February which will mean that the members will be arriving in Pusa either on the 3rd or the early morning of the 4th.

The next meeting of the Board of Agriculture in India is to be held at Pusa from the 7th to the 12th February 1916. It is also proposed to hold a Conference on Agricultural Education at Pusa between Agricultural and Education experts a few days before the meetings of the Board of Agriculture and it is proposed to invite Mr. Lalubhai Samaldas and Rai Jawala Prasad Bahadur to attend the Conference on Agricultural Education. The question for decision in this file is whether these gentlemen will receive the usual travelling and halting allowances in these circumstances. It is understood that Mr. Lalubhai Samaldas is not a government servant, but that he is a merchant in Bombay. Rai Jawala Prasad Bahadur is the Government Pleader, Arrah, and as such is a Government servant. He has been nominated as a Judge of the Bihar and Orissa High Court.

2. In 1911 Mr. Neilson, Manager, Sugar Factory, Nellikuppam, was asked to attend the meeting of the Board of Agriculture at Pusa and as he was not a Government servant he was paid his actual travelling expenses. The Finance

Department pointed out in that case that if Mr. Neilson was not a Government servant, this Department as a Local Government was competent to sanction for him travelling allowance or actual expenses under Article 1004, Civil Service Regulations. Under this Article a Local Government may grant travelling allowance under the Civil Service Regulations to any person, who is not a government official and who may be required to attend any meeting of a Commission of Enquiry or of a Board, Conference, Committee, or departmental enquiry, convened under (or with reference to) its orders to transact or advise upon matters of public business or to conduct examinations held under its authority, or who may be required to perform any public duties in an honorary capacity; and may for this purpose declare, by general or special order, to what class such a person belongs and to what daily allowance he is entitled, subject to the condition that the ordinary daily allowances for officers of the first and second classes, respectively, shall not exceed Rs. 5 and Rs. 3. It may also, at its discretion, grant such a person, in lieu of travelling allowances under the Civil Service Regulations, the travelling, hotel and carriage expenses actually incurred by him. In view of this Article we may perhaps sanction the grant to Mr. Lalubhai Samaldas of the travelling, hotel and carriage expenses actually incurred by him.

3. As regards Rai Jawala Prasad Bahadur we may, with the concurrence of the Finance Department, sanction the grant to him of travelling allowance under the ordinary rules as in * A., February 1909, Nos. 27-28, File No. 201 of the precedent* of 1909 when we permitted 19 s. members of the Department of Agriculture in Eastern Bengal and Assam who were not selected members of the Board of Agriculture to attend the meetings at Pusa in the capacity of visitors and allowed them travelling allowance under the ordinary rules.

4. The question also arises as to how the cost should be met. This Department will not be able to meet the cost as no savings are anticipated in the budget of this Department, but the Agricultural Adviser will no doubt be able to meet the expenditure from the grants at his disposal for expenses connected with the meeting of the Board of Agriculture. For this purpose † A., March 1915, Nos. 61-63, File No. 265 of 1914. a sum of Rs. 1,000 was provided† in the Budget of the Imperial Department of Agriculture for the current year, and we recently placed at the disposal of the Agricultural Adviser the Miscellaneous Expenditure grant (Rs. 1,000) of this Department to be utilised for expenditure incidental to the meeting of the Board of Agriculture to be held in February 1916. The Agricultural Adviser may see unofficially and be asked to say if he can meet the expenditure for the travelling and other expenses of Mr. Lalubhai Samaldas and Rai Jawala Prasad Bahadur as it seems desirable to settle this point before the case goes to Finance Department.

A. E. R.,—13-12-15.

C. H. M.,—13-12-15.

Will Agricultural Adviser kindly note as to paragraph 4 of office note.

H. W. EMERSON,—14-12-15.

Agricultural Adviser.

It is not possible to meet the cost of the travelling allowance of non-official gentlemen that will attend the Conference from Rs. 2,000, now available for the Board of Agriculture. The Board has considerably increased in size and the amount of Rs. 2,000 now available is barely sufficient for all expenses connected with it. No savings are expected in the travelling allowance and contingent grants provided in my budget. Besides the travelling allowance of non-official members of the Conference, I expect there will be some expenses connected with the Conference itself. I can, however, meet all these expenses if Government is pleased to authorise me to reappropriate necessary funds from savings which I expect in the salaries of officers already reported to Government. If approved, I can officially apply for this sanction.

A

WYNNE SAYER,

for Agricultural Adviser to the Government of India.

Department of Revenue and Agriculture.

Submitted with reference to Agricultural Adviser's note. If it is decided to invite Mr. Lalubhai Samaldas he may be told that he will be paid the travelling, hotel and carriage expenses that may be actually incurred by him *vide* paragraph 2 of office note of 13th December 1915. As regards Rai Jawala Prasad Bahadur, if he too is to be invited, then with the concurrence of the Finance Department he may be told that he will get travelling allowance under the ordinary rules.

2. With reference to the question as to how the extra cost is to be met and "A" above of Agricultural Adviser's note of 22nd December 1915, the Agricultural Adviser reported that he anticipated savings of about Rs. 18,000 in his current budget under salaries of Gazetted Officers. This was reported by our Department to Finance Department with general memorandum No. 2714, dated 17th November 1915. It cannot be said whether any portion of these anticipated savings is being reappropriated for Mr. Lefroy and his establishment but if it is not then with the concurrence of Finance Department, the Agricultural Adviser may be authorised to reappropriate such amount as he may need to meet the travelling expenses of Messrs. Samaldas and Jawala Prasad and the cost of such other expenses he expects to incur in connection with the meeting of the conference on Agricultural Education which is being held at Pusa next February.

C. H. M.,—27-12-15.

It is proposed to hold a Conference on Agricultural Education at Pusa on February 4th. The majority of the officers attending it will be members of the Board of Agriculture which meets at Pusa on February 7th, but it is proposed that the Conference should also be attended by two Educational officers, two officers with administrative experience, and Mr. Lalubhai Samaldas and Rai Bahadur Jawala Prasad, Government Pleader, Arrah, and Judge-designate of the Bihar High Court as non-official representatives. The concurrence of the Finance Department is not, I think, necessary as regards the attendance of officials at the Conference. This, I imagine, is a matter with which the Education Department (one of the Educational officers will be a representative of the Education Department of the Government of India) or the Local Governments under whom the officers are serving are competent to deal though I notice that in 1909 the concurrence of the Finance Department was obtained to the grant of travelling allowance to members of the Agricultural Department in Eastern Bengal and Assam

when attending as visitors the meetings of the Board of Agriculture held at Pusa. This Department can also grant under Article 1004, Civil Service Regulations, Mr. Lalubhai Samaldas either travelling allowance under the Civil Service Regulations, or actual expenses. The concurrence of the Finance Department appears necessary as regards the grant of travelling allowance to Rai Bahadur Jawala Prasad who, although technically a Government servant as Government Pleader, Arrah, will attend the Conference in a private capacity and whose travelling allowance will therefore presumably be met from Imperial funds.

2. The concurrence of the Finance Department is also necessary to the travelling allowances of Messrs. Lalubhai Samaldas and Jawala Prasad and other expenses in connexion with the Conference, (these should not be large) as distinct from the meeting of the Board of Agriculture being met by the A. A. by reappropriation from "Salaries of Gazetted Officers". It has been suggested by this Department that the cost of Mr. Lefroy's appointment for this year should be met by reappropriation from this head but we do not yet know whether Finance Department has accepted this suggestion. In any case there should be as far as I remember a balance sufficient to meet the expenses connected with the Educational Conference.

F. NOYCE,—24-12-15.

Finance Department.

The Revenue and Agriculture Department's recommendation is for the grant of "travelling allowance under the ordinary rules" to Rai Bahadur Jawala Prasad, Government Pleader at Arrah. So far as this goes we may agree and no reference to the Secretary of State is necessary. But it is a question primarily for Revenue and Agriculture Department to say what exactly they mean by "ordinary rules." Mofussil Government Pleaders in Bihar and

This is only the retaining fee. He gets fees in addition for conducting cases.

S. D. G.

Page 1373 of Civil Estimates, 1915-16, Volume II.

Orissa, of whom the Rai Bahadur is one, get as fixed pay* only Rs. 50 to Rs. 100 and under "the ordinary rules" of article 1002, Civil Service Regulations, the Rai Bahadur will be a 3rd class officer. The Government of India cannot decently sanction third class travelling allowance to a gentleman who has been appointed as a Judge of the Provincial High Court. We may therefore agree to 1st class rates if Revenue and Agriculture Department want these.

A. L. C.,—3-1-16.

V. K. M.,—3-1-16.

We may agree to 1st class travelling allowances being granted to Rai Bahadur Jawala Prasad.

S. D. GUPTA,—3-1-16.

With reference to paragraph 2 of Mr. Noyce's note of the 24th December last, we may agree to the reappropriation proposed therein. It may be added that orders are under issue sanctioning a reappropriation of Rs. 6,750 from savings under "Salaries" in the Agricultural Adviser's Budget to meet expenditure in connection with Mr. Lefroy's appointment during the current year.

B. N.,—4-1-16.

E. BURDON,—4-1-16.

M. M. S. GUBBAY,—4-1-16.

Department of Revenue and Agriculture.

Submitted to Secretary with reference to his note of 10th December 1915. After invitations have been sent to Mr. Lalubhai Samaldas and Rai Jawala Prasad Bahadur, the Agricultural Adviser will be informed as to how the cost of the Conference should be met.

C. H. M.,—5-1-16.

The demi-officials below to Mr. Lalubhai Samaldas and Rai Jawala Prasad Bahadur should now issue. After issue the files should be combined and sent up to Simla for further necessary action. They should be re-submitted to me on arrival in order that I may revise the heads of discussion. It would be well if they could be urgently printed up before I arrive.

F. NOYCE,—6-1-16.

DEMI-OFFICIAL LETTERS No. 311-C., DATED 7TH JANUARY 1916, FROM THE HON'BLE MR. R. A. MANT, C.I.E., L.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, TO (1) THE HON'BLE MR. LALUBHAI SAMALDAS, C.I.E., BOMBAY, AND (2) RAI JAWALA PRASAD BAHADUR, GOVERNMENT PLEADER, ARRAH.

I am to say that the Government of India are unable to regard the present position in regard to agricultural education as at all satisfactory. Although the question is primarily one for the Agricultural Department, the Education Department is also closely concerned whilst the administrative aspect cannot be altogether overlooked. In order that the Government of India may have the benefit of the advice of experienced officers of all the departments concerned as well as of non-official gentlemen who have taken a special interest in the subject, it has been thought desirable that a small informal conference under the presidency of the Hon'ble Member in charge of this Department should be convened at Pusa on February 4th, 1916, to discuss the subject in all its bearings. The date and place of the conference have been fixed to suit the convenience of the officers of the Agricultural Department who will attend it as the majority of them are also members of the Board of Agriculture which will meet at Pusa on February 7th. A tentative list of the subjects which will be discussed by the conference will be sent later but the main points which would come under consideration may be summarized as follows:—

- (a) The question whether the idea of giving an agricultural tinge to elementary education generally in primary schools should be definitely abandoned. The Gov-

ernment of India are inclined to think that the trend of feeling is now in this direction. Apart from other considerations the supply of teachers qualified to impart such a tinge is extremely limited and there is little or no prospect that it will increase within a reasonable time on a scale that would be proportionate to the needs of the case ;

- (b) whether the interesting and promising experiment which is being carried out in Bombay of organising vernacular agricultural schools in charge of a graduate in Agriculture, admission to which is limited to a small number of boys of the agricultural class in neighbouring villages, should be extended to other provinces;
 - (c) the relationship of the agricultural colleges to the Agricultural Department and to the general educational system of the country. Two sharply conflicting views are at present held on this subject. The one view is that the affiliation of the colleges to the Universities will lessen the control of the Agricultural Department over them and that this is undesirable as it will mean that there will be less certainty that the education given will be carried out on lines which will secure a constant and sufficient supply of suitable candidates for service in the Agricultural Department. The other view is that affiliation is likely to result in an increase in the class, which is at present practically non-existent, of students who take up higher studies and research work in Agriculture for its own sake and not as an avenue to Government employment. In this connexion the question arises whether a more liberal education in Agriculture is not desirable on other grounds even if it involves some sacrifice of departmental efficiency ;
 - (d) the general question of the lines on which the Agricultural and Educational Departments can best work in co-operation in regard to agricultural education and development.
2. As the conference will be an informal one it is desired to keep it as small as possible and it is proposed that it should consist of the following members :—
1. Hon'ble Mr. C. H. A. Hill, C.S.I., C.I.E., President.
 2. Mr. B. Coventry, C.I.E., Agricultural Adviser to the Government of India.
 3. Mr. G. F. Keatinge, C.I.E., Director of Agriculture, Bombay.
 4. Mr. J. MacKenna, I.C.S., Deputy Commissioner, Myaungmya.
 5. Mr. A. C. Dobbs, Deputy Director of Agriculture, Bihar and Orissa.
 6. Mr. R. W. B. C. Wood, Principal, Agricultural College, Coimbatore, Madras.
 7. Mr. D. Clouston, Deputy Director of Agriculture, Central Provinces.
 8. Mr. G. Clarke, Agricultural Chemist, United Provinces.
 9. Mr. J. H. Barnes, Agricultural Chemist and Principal, Lyallpur College, Punjab.
 10. The Hon'ble Mr. C. F. de la Fosse, Director of Public Instruction, United Provinces.
 11. Mr. S. H. Fremantle, C.I.E., Collector of Allahabad, United Provinces.
 12. Another officer with administrative experience.
 13. A representative of the Education Department of the Government of India.
 14. The Hon'ble Mr. Lalubhai Samaldas, C.I.E., Bombay.
 15. Rai Jawala Prasad Bahadur, Government Pleader, Arrah.

I am to express the hope that you will be able to accept this invitation to take part in the conference.

You would, of course, receive the usual travelling and halting allowances admissible under the Civil Service Regulations to a first-class gazetted officer.

DEMI-OFFICIAL LETTER FROM THE HON'BLE MR. N. D. BEATSON-BELL, C.S.I., C.I.E., MEMBER OF COUNCIL, BENGAL, TO THE HON'BLE MR. C. H. A. HILL, C.S.I., C.I.E. I.C.S., MEMBER IN CHARGE OF THE DEPARTMENT OF REVENUE AND AGRICULTURE AND PUBLIC WORKS DEPARTMENT, GOVERNMENT OF INDIA, No. 7, DATED 5TH JANUARY 1916.

Many thanks for your demi-official No. 152-C., dated 25th December 1915, on the subject of agricultural education. I should much like to attend the Conference at Pusa on 4th February, but unfortunately my other official engagements make it practically impossible. His Excellency asks me however to say that Mr. J. G. Cumming who has been selected as the Delhi representative of this Government on the Legislative Council will be able to attend the Pusa Conference on behalf of this Government.

From page 24 of the notes *ante* it will be seen that an Agricultural Education Conference is to be held at Pusa on the 4th February and from Mr. Noyce's note of 6th January 1916 it will be seen that the papers have been sent up to Simla to be printed and got ready for submission to him on arrival. After Delhi Office had despatched the file, they got Mr. Beatson-Bell's reply to Hon'ble Member's demi-official No. 152-C., dated the 25th December 1915. Paragraph 1 of that demi-official and Hon'ble Member's marginal note on page 24 show that it was the intention after Mr. Beatson-Bell's reply had been received to address the Bengal Government on the subject. Now that Mr. Beatson-Bell has replied and as the Conference is to be held on the 4th February action should perhaps be taken at once as to addressing Bengal. Mr. Beatson-Bell's reply shows that though he will be unable to attend, Lord Carmichael is willing to let Mr. Cumming attend the Conference. If it is decided to have that officer at the Conference the Bengal Government should be addressed. A draft is accordingly put up. It follows the drafts sent to other Local Governments except paragraph 3 which has been slightly altered and may be issued from Delhi after submission to Secretary and Hon'ble Member. It is presumed that No. 12 on the list of members of the Conference is intended for the Bengal representative.

C. H. M.,—11-1-16.

H. W. EMERSON,—11-1-16.

R. A. MANT,—12-1-16.

Please also issue my letter to Mr. Bell.

C. H. A. H[ILL],—13-1-16.

DEMI-OFFICIAL LETTER FROM THE HON'BLE MR. C. H. A. HILL, C.S.I., C.I.E., I.C.S., MEMBER IN CHARGE, DEPARTMENT OF REVENUE AND AGRICULTURE AND PUBLIC WORKS DEPARTMENT, GOVERNMENT OF INDIA, TO THE HON'BLE MR. N. D. BEATSON-BELL, C.S.I., C.I.E., MEMBER OF COUNCIL, BENGAL, No. 233-C., DATED 13TH JANUARY 1916.

Many thanks for your letter of the 5th. I am exceedingly sorry that your engagements make it impossible to attend the Conference on the 4th February but I am glad that the Bengal Government see their way to permitting Mr. Cumming to attend.

I am now having a letter sent to your Revenue Department on the subject.

DEMI-OFFICIAL LETTER FROM THE HON'BLE MR. R. A. MANT, C.I.E., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, TO THE HON'BLE MR. L. BIRLEY, C.I.E., I.C.S., OFFICIATING SECRETARY TO THE GOVERNMENT OF BENGAL, REVENUE DEPARTMENT, No. 234-C., DATED DELHI, THE 13TH JANUARY 1916.

I am to say that the Government of India are unable to regard the present position in regard to agricultural education as at all satisfactory. Although the question is primarily one for the Agricultural Department, the Education Department is also closely concerned whilst the administrative aspect cannot be altogether overlooked. In order that the Government of India may have the benefit of the advice of experienced officers of all the departments concerned as well as of non-official gentlemen who have taken a special interest in the subject it has been thought desirable that a small informal Conference under the Presidency of the Hon'ble Member in charge of this Department should be convened at Pusa on February 4th 1916, to discuss the subject in all its bearings. The date and place of the conference have been fixed to suit the convenience of the officers of the Agricultural

Department who will attend it as the majority of them are also members of the Board of Agriculture which will meet at Pusa on February 7th. A tentative list of the subjects which will be discussed by the Conference will be sent later but the main points which would come under consideration may be summarised as follows :—

- (a) The question whether the idea of giving an agricultural tinge to elementary education generally in primary schools should be definitely abandoned. The Government of India are inclined to think that the trend of feeling is now in this direction. Apart from other considerations the supply of teachers qualified to impart such a tinge is extremely limited and there is little or no prospect that it will increase within a reasonable time on a scale that would be proportionate to the needs of the case.
- (b) Whether the interesting and promising experiment which is being carried out in Bombay of organising vernacular agricultural schools in charge of a graduate in agriculture, admission to which is limited to a small number of boys of the agricultural class in neighbouring villages, should be extended to other Provinces;
- (c) the relationship of the agricultural colleges to the Agricultural Department and to the general educational system of the country. Two sharply conflicting views are at present held on this subject. The one view is that the affiliation of the colleges to the Universities will lessen the control of the Agricultural Department over them and that this is undesirable as it will mean that there will be less certainty that the education given will be carried out on lines which will secure a constant and sufficient supply of suitable candidates for service in the Agricultural Department. The other view is that affiliation is likely to result in an increase in the class, which is at present practically non-existent of students who take up higher studies and research work in Agriculture for its own sake and not as an avenue to Government employment. In this connexion the question arises whether a more liberal education in Agriculture is not desirable on other grounds even if it involves some sacrifice of departmental efficiency;
- (d) the general question of the lines on which the Agricultural and Educational Departments can best work in co-operation in regard to agricultural education and development.

2. As the Conference will be an informal one it is desired to keep it as small as possible and it is proposed that it should consist of the following members :—

1. Hon'ble Mr. C. H. A. Hill, C.S. I., C.I.E., President.
2. Mr. B. Coventry, C.I.E., Agricultural Adviser to the Government of India.
3. Mr. G. F. Keatinge, C.I.E., Director of Agriculture, Bombay.
4. Mr. J. Mackenna, Deputy Commissioner, Myaungmya.
5. Mr. A. C. Dobbs, Deputy Director of Agriculture, Bihar and Orissa.
6. Mr. R. W. B. C. Wood, Principal, Agricultural College, Coimbatore, Madras.
7. Mr. D. Clouston, Deputy Director of Agriculture, Central Provinces.
8. Mr. G. Clarke, Agricultural Chemist, United Provinces.
9. Mr. J. H. Barnes, Agricultural Chemist and Principal, Lyallpur College, Punjab.
10. The Hon'ble Mr. C. F. de la Fosse, Director of Public Instruction, United Provinces.
11. Mr. S. H. Fremantle, C.I.E., Collector of Allahabad, United Provinces.
12. Another officer with administrative experience.
13. A representative of the Education Department of the Government of India.
14. The Hon'ble Mr. Lalubhai Samaldas, C.I.E., Bombay.
15. Rai Jawala Prasad Babadur, Government Pleader, Arrah.

3. The Government of India would have been glad if the Hon'ble Mr. Beatson-Bell had been able to attend the Conference and they regret that his official engagements will prevent him from doing so. It is understood, however, that the Hon'ble Mr. J. G. Cumming will be able to attend and I am to say that the Government of India will be pleased if the Governor in Council would kindly permit him to join the Conference.

4. I am to add that Local Governments and Administrations will be consulted in due course in regard to any proposals which the Conference may decide to lay before the Government of India for consideration.

DEMI-OFFICIAL LETTER FROM THE HON'BLE MR. R. BURN, I.C.S., CHIEF SECRETARY TO THE GOVERNMENT OF THE UNITED PROVINCES, TO F. NOYCE, ESQ., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, No. 1981-C., DATED ALLAHABAD, THE 31ST DECEMBER 1915.

In reply to your demi-official letter No. 146-C., dated the 25th December 1915, I am desired to say that the Lieutenant Governor will be glad to allow Messrs. de la Fosse, Fremantle and Clarke to attend the Conference at Pusa on February the 4th regarding agricultural education. It may, however, be pointed out that February the 4th is the day fixed for laying the foundation stone by His Excellency the Viceroy of the new Hindu University at Benares. This may affect de la Fosse's movements.

DEMI-OFFICIAL LETTER FROM B. COVENTRY, ESQ., C.I.E., AGRICULTURAL ADVISER TO THE GOVERNMENT OF INDIA, TO F. NOYCE, ESQ., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, No. 3001, DATED 4TH JANUARY 1916.

Your demi-official No. 153-C., of 25th December 1915. As desired I am sending Mackenna an invitation to attend the Board of Agriculture.

I note that the Conference on Education will assemble on the morning of 4th February.

DEMI-OFFICIAL LETTER FROM THE HON'BLE MR. H. COUPLAND, I.C.S., SECRETARY TO THE GOVERNMENT OF BIHAR AND ORISSA, REVENUE DEPARTMENT, TO F. NOYCE, ESQ., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, No. ²³ I. A. I. R., DATED RANCHI, THE 5TH JANUARY 1916.

In reply to your demi-official letter No. 148-C., dated the 25th December 1915, I am desired to report for the information of the Government of India that Mr. A. C. Dobbs, Deputy Director of Agriculture, Bihar and Orissa, has been permitted to attend the conference to be held at Pusa on the 4th February 1916, to discuss the position in regard to agricultural education in India.

DEMI-OFFICIAL LETTER FROM THE HON'BLE MR. L. DAVIDSON, C.S.I., I.C.S., SECRETARY TO THE GOVERNMENT OF MADRAS, REVENUE DEPARTMENT, TO F. NOYCE, ESQ., I.C.S., UNDER SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, No. 2774-E.-15-2, DATED 8TH JANUARY 1916.

I am directed to acknowledge the receipt of your demi-official No. 147-C., dated 25th December 1915 on the subject of the proposed Conference at Pusa, and to state that His Excellency the Governor in Council has permitted Wood, the Principal of the College of Agriculture, Coimbatore, to attend the Conference.

This file is resubmitted with reference to Under Secretary's note of 6th January 1916, I have done this separately. on page 32 *ante* in order that he may revise the heads of discussion. The papers have been printed up as directed and further necessary action has been taken separately as follows :—

- (1) A reply has been received from the Hon'ble Mr. Beatson-Bell saying that his other official engagements made it practically impossible for him to attend the Agricultural Education Conference at Pusa on the 4th February. Lord Carmichael is, however, willing to allow the Hon'ble Mr. J. G. Cumming to attend on behalf of the Government of Bengal. In accordance therefore with Hon'ble Member's marginal note on page 24 *ante* and paragraph 1 of his demi-official No. 152-C., dated 25th December 1915, to the Hon'ble Mr. Beatson-Bell, a demi-official has been put up to the Government of Bengal on the lines of those issued to other Local Governments and asking that Mr. Cumming may be permitted to attend the Conference. This has been sent to Delhi for Secretary's and Hon'ble Member's approval before issue.
- (2) A draft has also been put up to the Agricultural Adviser informing him that Mr. Lalubhai Samaldas and Rai Jawala Prasad Bahadur have been invited to attend the Agricultural Education Conference and that the Government of India are pleased to sanction the grant to each of these gentlemen of the usual travelling

and halting allowances admissible under the Civil Service Regulations to a first class gazetted officer. At the end of Secretary's demi-official letters Nos. 210-211-C., dated 7th January 1916, they were informed that they would be granted these allowances. The Agricultural Adviser is also being authorised to meet the expenditure on this account as well as any other expenses in connection with the Conference itself, as distinct from the meeting of the Board of Agriculture, by reappropriation from savings anticipated in the Budget estimates of the Imperial Department of Agriculture in India for the current year under the head of "Salaries of Gazetted officers".

2. A reply has been received from the Hon'ble Mr. R. Burn, Chief Secretary, United Provinces, as well as one from Mr. Coventry. These are for information. Mr. Coventry should perhaps be informed demi-officially of the names of the officers who are likely to be members of the Conference on Agricultural Education.

When all replies are received.

F. N.,—14-1-16.

Replies from Mr. Coupland, Bihar and Orissa and Mr. Davidson, Madras, have been added to the file. It will perhaps not be considered necessary at present to send any acknowledgments to the replies received.

A. E. R.,—12-1-16.

C. H. M.,—12-1-16.

F. NOYCE,—14-1-16.

R. A. MANT,—15-1-16.

Pro. No. 6. TO THE AGRICULTURAL ADVISER TO THE GOVERNMENT OF INDIA, No. 44, DATED 13TH JANUARY Serial No. 1. 1916.

Informa him that the Hon'ble Mr. Lalubhai Samaldas, C.I.E., Bombay, and Rai Jawala-Prasad Bahadur, Government Pleader, Arrah, have been invited to attend the Conference on Agricultural Education at Pusa on the 4th February 1916 and sanctions the grant to each of these gentlemen of the usual travelling and halting allowances under the Civil Service Regulations to a first class gazetted officer. Authorises him to meet the expenditure on this account as well as any other expenses in connection with the Conference itself by reappropriation from savings anticipated in his budget estimates for 1915-16 under the head of "salaries of gazetted officers".

Copy forwarded (Endorsement No. 45, dated idem) to the Finance Department, for information.

DEMI-OFFICIAL LETTER FROM THE HON'BLE MR. J. HULLAH, I.C.S., THIRD SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER OF THE CENTRAL PROVINCES, TO F. NOYCE, ESQ., I.C.S., UNDER SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, No. 3, DATED NAGPUR, THE 11TH JANUARY 1916.

With reference to your demi-official letter of the 25th December, I am directed to say that the Chief Commissioner has no objection to Mr. Clouston attending the Conference on Agricultural Education.

Mr. Clouston is being informed accordingly.

For information. Hon'ble Member may see.

C. H. M.,—17-1-16.

F. NOYCE,—17-1-16.

DEMI-OFFICIAL LETTER FROM THE HON'BLE MR. LALUBHAI SAMALDAS, C.I.E., 65, APOLLO STREET, FORT BOMBAY, TO THE HON'BLE MR. R. A. MANT, C.I.E., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, DATED 14TH JANUARY 1916.

I have the honour to acknowledge receipt of your demi-official No. 210-C., of the 7th January.

I shall make it convenient to attend the Agricultural Education Conference at Pusa on the 4th. As I have agreed to read a paper on Commerce and Commercial Education at Benares

on the 5th I shall not be able to attend more than one sitting of the Conference. I hope the Hon'ble Member will realize the difficulty of my position and not mind my leaving Pusa on the 4th.

Please see also reply from Central Provinces regarding the attendance at the Conference of Mr. D. Clouston, Deputy Director of Agriculture.

A. B. E. T.,—18-1-16.

I understand that Hon'ble Member has heard further from Mr. Lalubhai Samaldas, and I am not sure whether any reply is required.

R. A. MANT,—18-1-16.

No answer. He will, I understand, be there on the 4th.

C. H. A. H[ILL],—19-1-16.

DEMI-OFFICIAL LETTER FROM THE HON'BLE MR. R. BURN, I.C.S., CHIEF SECRETARY TO THE GOVERNMENT OF THE UNITED PROVINCES, TO THE HON'BLE MR. R. A. MANT, C.I.E., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, No. 92-C., DATED LUCKNOW, THE 16TH JANUARY 1916.

In connection with the proposed Conference at Pusa about Agricultural Education, I pointed out that de la Fosse, Director of Public Instruction in this province, will probably find it difficult to attend on February 4th as that date was fixed for laying the foundation stone of the Hindu University at Benares. He has now telegraphed asking about this as the Maharaja of Benares has invited him to stop with him at Benares for the ceremony. Will you kindly wire whether it is essential for him to be at Pusa on February 4th.

The file is said to be with Hon'ble Member.

Unless Hon'ble Member particularly wants Mr. de la Fosse at the opening of the Conference, he might I think be allowed to attend the ceremony at Benares. Presumably he could get to Pusa before the Conference ends. May I telegraph that his attendance at Pusa on the 4th is not essential but that it is hoped that it may be possible for him to come either on the 5th or 6th.

R. A. MANT,—18-1-16.

C. H. A. H[ILL],—18-1-16.

Serial No. 2. TO THE GOVERNMENT OF THE UNITED PROVINCES, TELEGRAM No. 241-C., DATED 18TH JANUARY PRO. No. 7. 1916.

States that the attendance of Mr. de la Fosse at Pusa on the 4th February is not essential but that it is hoped that it may be possible for him to arrive Pusa on 5th or 6th.

Apropos of the Communique regarding the Agricultural Education Conference, I now send on the file on top of which is a draft of what I propose to say in opening the conference which I want you to criticize.

2. As to the Communique it can follow the lines of the demi-officials to Local Governments, modified, if necessary, to suit the revised agenda we can discuss to-morrow.

C. H. A. H[ILL],—18-1-16.

I had a Communique prepared on the lines suggested yesterday, but it seemed to me rather cumbersome, so I have cut it down to a summary of the business. I think the latter draft might issue.

I have removed my proposed remarks from the file.

C. H.

I also propose to send a copy of the "heads for discussion" to each member of the Conference.

R. A. MANT,—20-1-16.

C. H. A. H[ILL],—20-1-16.

Pro. No. 8. To B. COVENTRY, Esq., C.I.E., AGRICULTURAL ADVISER, TO THE GOVERNMENT OF INDIA ; **Serial No. 3.**
 G. F. KEATING, Esq., C.I.E., DIRECTOR OF AGRICULTURE, BOMBAY ; J. MACKENNA, Esq.,
 M.A., I.C.S., DEPUTY COMMISSIONER, MYAUNGMYA (BURMA) ; A. C. DOBBS, Esq., DEPUTY
 DIRECTOR OF AGRICULTURE, BIHAR AND ORISSA ; R. W. B. C. WOOD, Esq., PRINCIPAL,
 AGRICULTURAL COLLEGE, COIMBATORE, MADRAS ; D. CLOUSTON, Esq., DEPUTY DIRECTOR
 OF AGRICULTURE, CENTRAL PROVINCES ; G. CLARKE, Esq., AGRICULTURAL CHEMIST,
 UNITED PROVINCES ; J. H. BARNES, Esq., AGRICULTURAL CHEMIST AND PRINCIPAL OF THE
 AGRICULTURAL COLLEGE, LYALLPUR ; THE HON'BLE MR. C. F. DE LA FOSSE, DIRECTOR
 OF PUBLIC INSTRUCTION, UNITED PROVINCES ; S. H. FREMANTLE, Esq., C.I.E., COLLECTOR
 OF ALLAHABAD ; THE HON'BLE MR. J. G. CUMMING, C.I.E., BENGAL ; THE HON'BLE
 MR. H. SHARP, C.S.I., C.I.E., DEPARTMENT OF EDUCATION, GOVERNMENT OF INDIA ;
 THE HON'BLE MR. LALUBHAI SAMALDAS, C.I.E., BOMBAY ; AND RAI JAWALA PRASAD
 BAHADUR, ARRAH, LETTERS NOS. 264-C.-277-C., DATED 21ST JANUARY 1916.

*Forwards a copy of the heads for discussion at the Conference on Agricultural Education which
 will meet at Pusa on the 4th February 1916.*

Pro. No. 9. PRESS COMMUNIQUE, DATED DELHI, THE 21ST JANUARY 1916.

Serial No. 4.

*Publishes the decision of the Government of India to convene a small informal Conference on
 Agricultural Education at Pusa on the 4th February 1916, under the presidency of the
 Hon'ble Mr. C. H. A. Hill, C.S.I., C.I.E., I.C.S., to discuss the subject in all its bearings,
 and summarises the main questions which will come under the consideration of the
 Conference.*

DEMI-OFFICIAL LETTER FROM A. E. GILLIAT, Esq., I. C. S., UNDER SECRETARY TO THE
 GOVERNMENT OF BURMA, REVENUE DEPARTMENT, TO THE HON'BLE MR. R. A. MANT,
 C.I.E., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE
 AND AGRICULTURE, No. 484-8-A-1, DATED RANGOON, THE 17TH JANUARY 1916.

In reply to Noyce's demi-official letter No. 150-C. of the 25th December 1915, I am
 desired to say that Mr. J. Mackenna, Deputy Commissioner, Myaungmya, has been
 instructed to attend the informal Conference to be convened by the Government of India
 at Pusa on the 4th February 1916 to discuss the present position in regard to Agricultural
 Education in India. Arrangements have been made to relieve him in time to attend the
 Conference.

Pro. No. 10. FROM RAI JAWALA PRASAD BAHADUR, B.A., L.L.B., JUDGE-DESIGNATE, PATNA HIGH COURT, **Serial No. 5.**
 LETTER DATED 2ND FEBRUARY 1916.

*Regrets his inability to attend the Conference on Agricultural Education ; offers certain
 remarks on the subjects proposed to be taken up at the Conference and requests to be
 supplied with a copy of the Proceeding of the Conference.*

Pro. No. 11. FROM RAI JAWALA PRASAD BAHADUR, B.A., L.L.B., JUDGE-DESIGNATE, PATNA HIGH COURT, **Serial No. 6.**
 LETTER DATED 11th FEBRUARY 1916.

*Forwards a letter from one Lazmi Narain of Aurangabad suggesting that his (Lazmi Narain's)
 Magazine "Grihastha" should be encouraged by the Agricultural Department. Requests
 to be supplied with a copy of the full report of the Proceedings of the Pusa Conference
 and of the Resolutions passed thereat. Adds that an Agricultural School near Behea
 in the Arrah district can with profit to the public and to the Department be started.*

Serial No. 5 —

Submitted. In the concluding paragraph of his letter also in Serial No. 6 Rai Bahadur
 Jawala Prasad asks to be furnished with a copy of the Proceedings of the Conference on
 Agricultural Education. These have not yet been received from the Agricultural Adviser,
 but the Rai Bahadur's request will be noted.

Serial No. 6—

The portions of this letter dealing with the proposed encouragement of the magazine "Grihastha" and the proposed establishment of an Agricultural School at Behea, should,

R. A. M.

perhaps, be extracted and dealt with on separate files.

A suitable acknowledgment of his letters may, perhaps, be sent to the Rai Bahadur after which the file may, perhaps, be returned to Simla to take any further action that may be required.

A. B. E. T.—17-2-16.

Yes. We may acknowledge and say that they will receive attention when the Report of the Proceedings of the Conference is received.

R. A. MANT,—17-2-16.

Pro. No. 12.

TO RAI BAHADUR JAWALA PRASAD, NO. 343-C., DATED 22ND FEBRUARY 1916.

Serial No. 7.

Acknowledges receipt of his letters (Serial Nos. 5 and 6) and states that they will receive due attention when the report of the Proceedings of the Agricultural Conference held at Pusa on the 4th February 1916 is received.

This file is resubmitted with reference to the notes from page 39 *ante* and the letter from Rai Jawala Prasad Bahadur dated 11th February 1916. Further action is required on two points, viz:—

(1) Encouragement by the Agricultural Department of the magazine "Grihastha," and

(2) Proposed establishment of an experimental Agricultural School near Behea.

Necessary extracts have been taken in regard to No. (1) and the matter is being put up separately for orders.

No. (2) will have to be considered when the report of the Proceedings of the Agricultural Education Conference is received. Pending receipt of the Proceedings this file may be printed up urgently.

A. E. R.—25-2-16.

C. H. M.—28-2-16.

F. Noyce,—29-2-16.

APPENDIX I TO NOTES.

AGRICULTURE—A, MARCH 1916.

Nos. 6—12.

APPENDIX I TO NOTES.

BOMBAY CASTLE, 28TH MAY 1915.

No. 5942. The following Press Note No. 5941, dated 28th May 1915, regarding the combined Primary and Agricultural School at Alibag is published for general information.

PRESS NOTE.

His Excellency the Governor in Council desires to draw attention to an interesting experiment which is being carried out by Sardar P. K. Bivalkar at Alibag. The Sardar's chief idea is to interest the sons of agriculturists in their fathers' profession at an early age and thus to induce them to remain agriculturists when their education is complete instead of despising a most honourable profession which is the backbone of India. A country which can boast an educated peasantry is certain to improve its agriculture, if only because the broader ideas which are begotten of sound education render their possessors more ready to accept and act on the advice of agricultural experts.

2. Sardar Bivalkar put his ideas to a practical test by starting in 1912 an experimental school at Veshvi near Alibag with the co-operation and advice of the Collector of Kolaba and the Agricultural Department. To begin with only 40 boys were admitted and three primary classes were opened under two teachers. At the same time steps were taken to procure an agricultural graduate as headmaster, but it was not till November 1913 that a trained graduate was available. By this time there were 60 boys in the school and four classes. The pupils in the infant, first and second standards received instruction according to the ordinary curriculum laid down by the Educational Department for primary schools. The boys in the third standard also did the ordinary work of the standard, but in addition received elementary instruction in the theory and practice of agriculture and home industries such as poultry farming, dairy farming, bamboo work, rope making and carpentry.

3. The difficulties first experienced were the irregular attendance of the boys and their unwillingness to work in the fields while receiving practical instruction in agriculture. Accordingly free board, clothing and lodging were offered to all the boys in the third standard. At first only 7 out of a class of 30 accepted this generous offer, but its advantages were soon recognised and in a month there were 17 boarders at the school. By the time the school had completed its first year under the new headmaster its numbers had risen to 105, and four assistant masters were on the staff. By the close of the year 1914 a fourth standard class had been formed, and since then agricultural courses to accompany the ordinary departmental standards V to VII have been under preparation, so that the school hopes to be able eventually to teach the full primary course supplemented by agricultural education. The initial difficulties seem to have been largely overcome. The allurements of free board and lodging was not necessary to induce the boys promoted at the end of the first year to the third standard to attend regularly. It must, however, be admitted that Sardar Bivalkar gives them each a scholarship of Rs. 18-0 a month if they show satisfactory progress, and as all instruction is free the scholarships must exercise a not inconsiderable attraction. Be that as it may, the school opened its second regular year with 20 boys in the fourth standard, of whom 18 were boarders and 2 scholars, 13 boys in the third standard, all of whom were scholars, and 72 boys in the lower standard. Here it should be added that though agricultural teaching proper begins only at the third standard, yet no effort is spared to train the boys in the lower standards in nature study and thus to predispose them to an interest in their future studies.

4. The non-recurring expenditure on the school amounted to Rs. 7,682 and the net recurring expenditure for the year 1913-14 to Rs. 1,590. The whole of the cost is borne by Sardar Bivalkar, and the Governor in Council has already expressed his gratification at the good work that his generosity has rendered possible. The success of the school is due to the keen personal interest of Sardar Bivalkar who lives on the spot, and such an institution for small children can hardly be managed unless this kind of local assistance is available.

5. It is probably within the knowledge of the public that Government already maintain certain agricultural vernacular schools. The first was that at Loni in the Poona District, and similar schools have been provided for Sind and the Southern Maratha Country. The Department's programme includes a school at Jambul in the Thana District for which the capital expenditure is being provided by the Committee of the Sir Sassoon David Trust Fund and the recurring expenditure by Mr. Pisal, and another school at Godhra in the Panch Mahals. Progress with the Godhra School has, however, been temporarily interfered with by the necessity for retrenchment which is under present circumstances unavoidable. The Government schools and the Alibag school serve somewhat different purposes. The former give a complete vernacular education and add to it a comprehensive practical course in agriculture during which

the pupils are not only familiarized with the technique of the profession but are taught to appreciate the possibilities of agricultural progress and the directions in which it may be secured. These schools, therefore, attract the children of the bigger landholders who have estates to manage and develop. But the Alibag school is less ambitious. No doubt one of its aims is to broaden the outlook of its pupils—that is, an aim common to all sound systems of education—but its most useful purpose is to teach the children of small cultivators to be personally good cultivators without troubling their heads overmuch with the purely literary side of education. Different classes and different localities call for different treatment, and His Excellency the Governor in Council believes that in this Presidency there is certainly room for these two types of agricultural schools and possibly for more than two.

By order of His Excellency the Right Honourable the Governor in Council,

G. CARMICHAEL,

Chief Secretary to Government.

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APPENDIX II TO NOTES.
AGRICULTURE—A, MARCH 1916.
Nos. 6—12.

APPENDIX II TO NOTES.

Copy of a demi-official letter from G. F. Keatinge, Esq., I.C.S., Director of Agriculture, Bombay, to the Hon'ble Mr. C. H. A. Hill, C.S.I., C.I.E., I.C.S., Hon'ble Member in Charge of the Department of Revenue and Agriculture and Public Works Department, Government of India, No. 9673, dated ^{18th}/_{10th} October 1915.

Your demi-official of the 13th instant enclosing part of a letter to Lord Willingdon which I return herewith.

As regards the information regarding the subsequent work of the boys who have been through our Agricultural Vernacular Schools, I send you herewith a list showing what has become of all the boys who have passed through the Loni School so far as we have been able to ascertain; the analysis works out as follows :—

1. Working on their own land	28
2. Doing Agricultural work either for some Government Department or for some private person.	6
3. Going through some further course of education	5
4. Managing his own corn-grinding mill	1
5. Career not known ...	18
6. Left without passing	2
7. Looking for service ...	1
Total ...	61

It seems to me fairly clear that the sons of substantial cultivators go back to work on their own lands and they cannot fail to profit by the education that they get at the Agricultural School. Several of them are known to be doing very well and to have introduced new agricultural methods in their home farming. It is perhaps natural, and not to be deprecated, that some of the boys should be taken with the idea of further education and should afterwards go on to technical colleges or English Schools; but of course we shall have to see that our Agricultural Schools are not used as a place to fill up time before the boys join a High School and learn English.

We teach engine driving at the schools, which accounts for one of our pupils starting a corn-grinding mill of his own. As regards the Agricultural Schools in Sind 8 boys passed out last year. Of these

- 2 are employed by Zamindars.
- 3 are working their own lands.
- 1 is working as a Tapedar.
- 2 are shortly expecting employment by Zamindars.

The school at Devihosur has not yet completed two years of life, so no boys have yet passed out of it.

List of the passed students of the Vernacular Agricultural School, Loni, showing their full address, with the passing year.

No.	Name.	Passing year.	Village.	Taluka.	District.	Post Office.	Remarks.
1	Balkrishna R. Yadav	1912	Undri	Pela-Panhala	State Kolhapur	Panhala	Working on his own farm at Undri.
2	P. T. Patil	1912	Miri	Nevesa	Nagar	Miri	Serving at Jalgaon under Mamlatdar for Societies.
3	K. B. Changale	1912	Bavchi	Valva	Satara	Ashte	Working on his own farm.
4	J. B. Kakdi	1912	Limbat	Bhimthadi	Poona	Karanje	Ditto
5	T. R. Patil	1912	Ale	Junjar	"	Ale	Had gone to an English School.
6	G. S. Patil	1912	Dyane	Baglan	Nasik	Dyane	Working on his own farms.
7	M. G. Patil	1912	Kapkhede	"	"	"	Has purchased land at Vyara in Baroda State and works there.
8	V. M. Gaekwad	1912	Poona Somwar 60	Havele	Poona	Poona	Serving on Jalgaon farm as fieldman.
9	D. V. Takle	1912	Ropla	Sholapur	Sholapur	Sholapur	Is in the final year in the Nagpur Agricultural College.
10	A. D. Karandikar	1912	Maldoli	Chiplun	Ratnagiri	Shiral	No information.
11	A. U. Khare	1912	Palaskhede	Bhusaval	Khandesh	Badvad	Has joined Technical Institute at Amraoti, Berar.
12	G. V. Kulkarni	1912	Samserpur	Akola	Nagar	Samserpur	No information.
13	D. T. Patil	1912	Satana	Satana (Baglan)	Nasik	Satana	Working on his farms.
14	G. S. Patil	1912	Munjvad	Baglan	Nasik	Satana	Was working on his farms. At present his whereabouts are not known.
15	G. S. Sonavane	1913	Ashvi	Sangaumer	Nagar	Ashvi	Was serving in Irrigation Department (Pravara Canals).

List of the passed students of the Vernacular Agricultural School, Loni, showing their full address, with the passing year—contd.

No.	Name.	Passing year.	Village.	Taluka.	District.	Post Office.	Remarks.
16	M. L. Nikan ...	1913	Salabatpur	Nevasa	Nagar	Nevasa	Working on his own lands.
17	T. R. Mahashabde	1913	Chandanpuri	Malegaon	Nasik	Malegaon	Has accepted private service.
18	N. G. Pawar	1913	Ankoli	Madhe	Sholapur	Ankoli	Working on his farms.
19	V. K. Gandhi	1913	Rahate	Kopergaon	Nagar	Rahate	Was working on his farms. Current information not available.
20	K. T. Patil	1913	Khedgaon	Chalisgaon	Khandesh	Khedgaon	Serving in Agricultural Department in Khandesh.
21	B. S. Tikekar	1913	Tike	Ratnagiri	Ratnagiri	Ibhran pattan	No information.
22	D. V. Gole	1913	Parinche	Lurandhar	Poona	Parinche	Has joined English School.
23	S. A. Kulkarni	1914	Shrivadhan	Janjera	Kolaba	Shrivardhan	Serving under Cotton Supervisor, Khandesh.
24	V. B. Bhagwat ...	1914	Belgaum	Belgaum	Belgaum	Belgaum	Working on his lands in Gujarat.
25	M. G. Thakur	1914	Vite	Vite	Satara	Vite	Working on his farms.
26	D. M. Pendse	1914	Agasi	Bassein	Thana	Agasi	No information.
27	D. V. Patil	1914	Ashvi (K)	Somgamner	Nagar	Ashvi (B.)	No information.
28	D. S. Kekar	1914	Vairag	Basshi	Sholapur	Vairag	Working on his farms.
29	L. P. Jadhav	1914	Shelgaon	Basshi	Sholapur	Vairag	Working on his farms.
30	M. R. Changule	1914	Shelgaon	Basshi	Sholapur	Vairag	Working on his farms.
31	C. D. Nene	1914	Poona	Haveli	Poona	Poona	Manages his grinding mill at Dhond.
32	N. S. Kulkarni	1914	Alsund	Satara	Satara	Devarashte	Working on his land.

33	V. T. Pandit	...	1914	Sholapur	...	Sholapur	...	Sholapur	...	Sholapur	...	No information.
34	V. A. Naik	...	1914	Brahmangaon	...	Kopergaon	...	Nagar	...	Nagar	...	Working on his estate.
35	V. S. Khadilkar ...	...	1914	Hubli	...	Hubli	...	Dharwar	...	Hubli	...	No information.
36	S. G. Nadkarni	...	1914	Shivdao	...	Savatwadi	...	...	...	Savatwadi	...	Left the course without passing.
37	R. H. Hardikar	...	1914	Valva	...	Valva	...	Satara	...	Valva	...	Gone through Ganeskhind course and has just begun working.
38	K. B. Shelke	...	1914	Kadus	...	Khed	...	Poona	...	Kadus	...	Working on his own lands.
39	K. D. Kulkarni	...	1914	Limpongaon	...	Shriganda	...	Nagar	...	Shriganda	...	No information.
40	P. G. Apte	...	1914	Amnapur	...	Tasgaon	...	Satara	...	Palus	...	Has taken lands in Gwalior State and works there.
41	S. N. Patil	...	1914	Chikalgud	...	Hukeri	...	Belgaum	...	Hukeri	...	Left the course without passing.
42	S. S. Machale	...	1914	Pendeshvar	...	Purandhar	...	Poona	...	Mergaon	...	Working on his lands.
43	K. G. Shitole	...	1914	Kurkumb	...	Bhimthadi	...	Poona	...	Ravangaon	...	Working on his lands.
44	A. B. Dhoge	...	1914	Kotul	...	Akola	...	Nagar	...	Kotul	...	No information.
45	M. B. Patil	...	1914	Sarud	...	Panhala	...	Kolhapur	...	Panhala	...	No information.
46	N. N. Gole	...	1915	Tryambak	...	Nasik	...	Nasik	...	Tryambak	...	Passed last April. No information at present.
47	D. R. Paradkar	...	1915	Mardi	...	Sholapur	...	Sholapur	...	Sholapur	...	Passed last April. No information.
48	S. N. Kulkarni	...	1915	Vadgaon	...	Junnar	...	Poona	...	Boribadruk	...	Ditto ditto.
49	R. K. Khodke	...	1915	Malegaon	...	Malegaon	...	Nasik	...	Malegaon	...	Has joined English School.
50	S. V. Mandke	...	1915	Valha	...	Purandhar	...	Poona	...	Valha	...	Passed last April. No information.
51	N. G. Gumaste	...	1915	Khanapur	...	Khanapur	...	Satara	...	Khanapur	...	Ditto ditto.
52	B. P. Palande	...	1915	Fursungi	...	Haveli	...	Poona	...	Fursungi	...	Ditto ditto.
53	V. R. Kanitkar	...	1915	Loni	...	Haveli	...	Poona	...	Loni	...	Working on his farm.
54	G. T. Patil	...	1915	Yevla	...	Yevla	...	Nasik	...	Yevla	...	Ditto.

List of the passed students of the Vernacular School, Loni, showing their full address, with the passing year—concl.

No.	Name.	Passing year.	Village.	Taluka.	District.	Post Office.	Remarks.
55	S. R. Nikam	1915	Nagarsul	Yevla	Nasik	Nagarsul	Working on his farm.
56	D. R. Talwalkar	1915	Ashte	Islampur	Satara	Ashte	Seeking for service.
57	B. T. Gaoli	1915	Shelgaon	Barshi	Sholapur	Vairag	Now works on his farm but is after service.
58	B. B. Patil	1915	"	"	"	"	No information.
59	S. H. Kamat	1915	Murgod	Parasgod	Belgaum	Murgod	Has taken up agricultural work.
60	B. V. Deshmukh	1915	Talegaon	Vardha	Vardha, C. P.	Talegaon	No information.
61	D. M. Naik	1914	Brahmangaon	Kopergaon	Ahmednagar	.....	Working on his farms.

APPENDIX III TO NOTES.

AGRICULTURE—A, MARCH 1916.

Nos. 6—12.

APPENDIX III TO NOTES.

MI OFFICIAL LETTER FROM B. COVENTRY, Esq., C.I.E., AGRICULTURAL ADVISER TO THE GOVERNMENT OF INDIA, TO THE HON'BLE MR. L. J. KESSELY, C.I.E., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF REVENUE AND AGRICULTURE, No. 3348, DATED 4TH MARCH 1915.

When last in Delhi, Hon'ble Member spoke to me about the assistance we could give to the Educational Department. I enclose demi-officially papers I have received from Chadwick, Director of Agriculture of Madras bearing on the point as they may be of interest. I entirely agree with what is in them and consider they contain the utmost lengths our Department can run to.

COPY OF DEMI-OFFICIAL LETTER No 67, DATED 17TH FEBRUARY 1915, FROM D. T. CHADWICK Esq., I.C.S., DIRECTOR OF AGRICULTURE, MADRAS TO B. COVENTRY, Esq., C.I.E., AGRICULTURAL ADVISER TO THE GOVERNMENT OF INDIA, PUSA.

When you were in Madras you asked me to send you the papers about the meeting between our Deputy Directors and Inspectors of Schools in regard to teaching "Agriculture" in private schools. I accordingly send you three enclosures A, B and C and now explain them briefly.

2. A.—I saw on an Educational file a proposal to acquire land close to the Agricultural College for a normal school. The real question at issue was the extent of land required, but in the correspondence it was stated that they needed a large extent to train the teachers in "Agriculture" which they would then teach in Primary schools. Also Agriculture finds a place in the Educational scheme of studies. On this I sent the un-official note to the Director of Public Instruction which is enclosure A. He was about to have a meeting with all his Inspectors on this un-official Wood and I were invited to attend. As a result of discussion there we got an oral admission then that the Educational Department did not mean and would not teach "Agriculture" in Primary schools; and I offered that Wood and Sampson should meet some of their selected Inspectors and discuss together what seemed to be needed in the first place to make nature study more real and live.

3 The Director of Public Instruction nominated 3 Inspectors. "B" is the copy of the terms of reference.

4. "C" is a copy of their unanimous report. It is still with the Director of Public Instruction.

5. The proposed extent of our active participation consists (a) in assisting in training a very small class (probably 3) of carefully selected teachers on whom as well as on a special officer deputed for a time will rest the responsibility of thrashing out a course to be given to teachers in training schools—and criticism if requested on the text book and (b) in inspecting, if requested, the training schools from time to time.

The point is that it is primarily an Educational not an Agricultural problem.

OFFICE OF THE DIRECTOR OF AGRICULTURE, MADRAS, TO THE SECRETARY TO THE BOARD OF REVENUE, REVENUE SETTLEMENT, DATED 17TH FEBRUARY 1915.

The file has been sent to me presumably to give me a chance of having a say about teaching "Agriculture" in primary schools through the agency of teachers who will have received a short course therein during the time they will have been at the training school.

2. With all due deference to the Department of Public Instruction there seems to me to be a considerable difference between "nature study" or "an obtaining an acquaintance with the outdoor world" and agriculture. The latter phrase to me connotes the cultivation of land and the care of stock for monetary profit. And an "improvement" in Agriculture is only the adoption of some means or method whether, new implements special seed or co-operative sale designed to increase those profits in the particular circumstances in which they are adopted. I understand that the average school life of the boys in the primary schools of Madras is 2-3 years and in that time they are supposed to learn the "3 R'S" besides other subjects. If the term Agriculture is used in the sense I have used it, I do not think, anyone would attempt to teach that also in that period to such children. But to endeavour to excite the children's interest in the outdoor world of nature seems to me to be an entirely different object.

3. Again, if Agriculture is given the meaning I am giving to it, it is obvious that the man who undertakes to teach it especially if he gets on to "improvements" must have a very detailed knowledge of the tract. Thus it is that even after the students have been 3 years at Coimbatore Agricultural College we endeavour to give them up to two years on district farms before we expect them to do much or anything in the way of demonstrating or

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teaching improvements. In the true sense of Agriculture I do not know what a primary school master who had been through a short course of lectures during his training, would be able to teach his boys or what he would tell them. Speaking for the Agricultural Department which has to deal with these boys when in man's estate I would much rather have to do with men who had not learnt *Agriculture* in their primary school; but we all would welcome a keener interest in the phenomena of the country side.

4. Instruction in nature study and Agriculture has possibly been further developed in America and Canada than anywhere else. Dr. Coleman, Director of Agriculture, Mysore, is a Canadian born and bred, accustomed to American methods. After some service in Mysore that Government deputed him to study Agricultural Education in Europe and America and he concludes his report to the Mysore Government thus: He advocates much more being done in what he calls "elementary rural science" but he says "in the first place, it is perfectly clear that the introduction of a vernacular course in *Agriculture* into the primary schools of this country (i.e., Mysore) is quite out of the question for the simple reason that, even were the teachers fitted to give the requisite instruction the children would be unable to assimilate it".

5. Again this question of teaching Agriculture was put down by the Government of India as a subject for discussion at the meeting of the Agricultural Board in 1910 and again in 1913. At the first Board India ordered Mr. Orange to be present, at the second Sir Alfred Bourne to keep us straight educationally. And they took a most active part in it. In fact I believe the report accepted by the Board of 1910 and endorsed at Sir Alfred Bourne's suggestion, in 1913 was practically drafted entirely by Mr. Orange. Both Boards held that the "question of sympathetic co-operation between the Educational and Agricultural Departments in adapting rural education to rural needs to be one of great importance" and the lines on which the Agricultural Department might well offer its services to the Educational Department are given in Mr. Orange's note; and in that paragraph occurs this sentence "the co-operation proposed (i.e., between the Departments) may also be of assistance in preventing those at Coimbatore 1913. misdirected towards the object of providing a course of instruction in Agriculture demonstrating particular agricultural improvements. It seems to me that Mr. Orange drew a very clear line between a study of the outdoor world and "Agriculture."

6. The Government also opposed a resolution on this subject at the Legislative Council meeting in April 1914.

7. I thought this suggestion was dead until this letter arrived. But we hold by the resolution of the Board and are prepared to co-operate with the Educational Department as much as we can on the lines laid down by Mr. Orange. I have written all this in full to make our proposition quite clear.

8. I now come to what has happened. Things being as they were I went to see Mr. Stone about the file and he kindly invited me to attend one of the meetings of the conference of Inspectors of Schools to hear what they had to say about Nature Study and what we had to say about "Agriculture". Mr. Wood and I were accordingly present on June 16th. The discussion disclosed the fact that there was considerable difference—

- (1) as the value of the nature study that was now being taught;
- (2) as to what ought to be taught;
- (3) as to what could be taught.

It was also clear that some of the syllabuses would have to be redrawn. "Agriculture's in the sense we use it was generally disavowed, though the syllabus on pages 27-28 for the "Scheme of work in Training Schools" is described as "Advanced Agriculture"; and whilst the demonstration of improvements was disavowed the last paragraph, viz, on "ploughing" in page 28 refers chiefly to "innovation" in the agricultural practice of this country, e.g., "Practical demonstration on how the ridges are cut and turned back". It is only an iron plough which cuts a furrow and turns it back and we, as a department, are somewhat cautious as to the land on which we recommend iron ploughs to be used again "levelling and powdering by the harrow and roller." As Mr. Wood pointed out a "roller" is unknown in Madras Agricultural practice.

9. It was finally agreed that Mr. Stone would nominate some of his Inspectors who would sit as a Sub-Committee with Mr. Wood and Mr. Sampson and examine the whole scheme of instruction in "nature study and prepare a report for our joint consideration." It may take a little time but I believe every one agreed that it was necessary and I trust it may lead to a closer appreciation of the objects, difficulties and limitations of both departments. The Committee is to meet almost immediately.

10. This is all somewhat of a digression. What extra work may be thrown on the Agricultural College and how, if possible it can be done with our present staff will be considered later when the question is clearer. But if the immediate question of accommodation is urgently pressing I would submit that it might be wiser to assume we shall be able to help if not

immediately at least in the near future. Meanwhile I hope the proposal to teach "Agriculture" in primary schools is dead for the present. It could, I am certain, only be considered when—

- (a) Our boys remain at School much longer.
- (b) Our teachers can reasonably be expected to be masters of the local Agricultural practice and conditionsmuch of which, we, as a department, are only learning now ourselves.

Terms of reference.

- (a) What it is desired to teach in Elementary Schools under the head of "Nature Study."
- (b) What it is possible to teach the class of children which attend such Schools.
- (c) Whether the present instruction realizes what is desired as far as is possible.
- (d) What means might be adopted to have the instruction actually given in Elementary Schools in this subject approximate as nearly as possible to the instruction that is considered desirable and possible in these Schools and in particular how the courses in the training Schools can be amended to improve the teaching of this subject in Elementary Schools.
- (e) To what extent it is desirable that officers in the Agricultural Department should assist at such training and how that should be done.

NOTE.—The Committee is not precluded from discussing any other relevant topic that may represent itself in the course of their discussions.

R. LITTLEHAILES,

For Director of Public Instruction.

FINDINGS OF THE COMMITTEE APPOINTED IN THE DIRECTOR OF PUBLIC INSTRUCTION'S PROCEEDINGS R.O.C.-5968 OF 1914, DATED 17TH JULY 1914.

- (a) In consideration of the fact that the method of teaching Rural Science is more important than the information given, the Committee do not feel themselves called upon to prescribe a detailed syllabus in a subject which is admittedly wide and undefined. They consider that as a general rule the subjects of study should mainly be drawn from the animal and plant life of the locality, because these subjects lend themselves most readily to correct methods of teaching. The study of the weather, the sky, the ground and the air, will be included, in so far as they are necessary to the proper understanding of animal and plant life.
- (b) The above subjects will not in the opinion of the Committee, be beyond the time available or the capabilities of either the teacher or the pupils, provided the recommendations made in paragraph (d) below are accepted.
- (c) The Committee consider that the present instruction does not realize as far as possible what is desired. The teaching of Nature study has up to the present proved a failure for the following reasons:—
 - (1) the present scheme is not conceived in accordance with accepted ideas,
 - (2) the incapacity of the teacher.
 - (3) the absence of facilities.
- (d) The Committee consider that the means for improving the instruction to be given in this subject in Elementary Schools, may be considered under the following heads:—
 - (1) the preparation of suitable courses of instruction to be substituted for the present courses prescribed in the 'Scheme of work for Training Schools' and 'The scheme of studies in Elementary Schools'.
 - (2) the provision of a text book.
 - (3) the training of the teachers in the subject.

1. The Committee agree with opinions previously expressed that Agriculture should find no place as a subject in the Elementary Schools, and they accordingly recommend the omission of that subject from Training School course. They consider further that the courses of Nature Study mentioned above should be superseded by two new courses, on the lines mentioned in paragraph (a) above, entitled 'Elementary Rural Science.' These will be suitable for use in Elementary and Training Schools, respectively. We recommend that the Elementary course be divided into two sections, the first to end with the IV standard. The preparation of this course and the consequent text book is a matter of the first importance, and in the opinion of

the Committee can only be produced as a result of the closest collaboration between a member of the Educational Department, and one or more responsible officers with a scientific training and a knowledge of rural conditions. In this connection the names of the Piscicultural Expert, the Lecturing Botanist, the Curator of the Madras Museum and an Agricultural Officer may be mentioned. In framing this course the Committee consider that it is necessary to differentiate between the needs of the Rural and Urban Schools, and in view of the preponderating importance of the former, the Committee suggest that at present the needs of the Rural school only need be considered.

2. The provision of a text book necessarily follows from the above, and in its preparation similar co-operation is desirable. This book should contain not only subject matter but directions as to the treatment of that matter.

The Committee further consider that this text book should be compiled by a departmental officer, on the ground that it is only such an officer who is likely to have sufficiently wide knowledge of the various and varying conditions of this Presidency, or can get into touch with persons who possess such knowledge. In view of the far-reaching importance which would attach to such a text book, the Committee consider that no pains should be spared to make it thoroughly effective; they would emphasize especially the need for certain amount of illustration, and would submit that if necessary, Government funds might usefully be employed in subsidising its production.

3. The Elementary course outlined above is ultimately to be taught in Elementary Schools by Elementary School Teachers (T. 1). These Teachers (T. 1.) will continue to be trained in Training Schools by the school staff. (T. 2). It is not considered that at present this staff (T. 2) are competent to give the necessary instruction, and the Committee recommend that selected (T. 2) Science L. T's., (preferably natural science) be deputed to undergo a special course of training in this subject. This special course is to be given by a few (T. 3) its duration will be not less than six months and not more than a year, the exact duration will depend on experience. This course will not be initiated until the courses are definitely settled.

The procedure suggested is thus as follows:—Three recently trained Natural Science L. T's., whose subjects have been respectively, Botany, Zoology and Geology should be selected and attached for three months to suitable institutions, e.g., the Entomological and Botanical sections of the Agricultural Department, the Madras Museum, the Government Fishery Bureau. After the completion of this brief training and the compilation of a tentative scheme, these men will proceed to teach in a special Training School, the prescribed course to the selected T. 2s.

The question of translation is one which offers some difficulty, especially in the translation of the names of the objects studied. It is suggested that this difficulty might be solved by the submission of lists from each T. 2s. from which a standard compilation could be evolved.

The Committee are fully aware that these proposals are far reaching and aim at a standard considerably in advance of anything hitherto contemplated, but they consider that the desired improvement will not be effected by anything less and express the hope that it will be found possible to put them into effect.

(e) The assistance of the officers of the Agricultural Department may be given in the following way:—

- (1) In the compilation of the courses and the text book, both in supplying subject matter and illustrations.
- (2) The training of the T. 3s. so far as it concerns the Agricultural Department.
- (3) The inspection of the Special Training Schools when the T. 3s are teaching the T. 2s. In this connection Coimbatore would probably be the most suitable place for the establishment of such a training school.

(Sd.) H. Champion

(Sd.) H. O. Kershaw.

(Sd.) H. C. Sampson.

(Sd.) R. Satagopaiyangar.

(Sd.) R. Cecil Wood

These interesting papers deal with a matter which I have discussed several times with Hon'ble Member in connection with our Agricultural Education file. The Madras people are, I think, on right lines.

The papers may be placed in the main file which is with Hon'ble Member.

L. J. KERRHAW,—8-3-15.

I think Madras is now on very sound lines.

R. W. C(ARLYLE),—10-3-15.

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APPENDIX IV TO NOTES.
AGRICULTURE—A. MARCH 1916.

Nos. 6—12.

NOTE BY MR. A. DOBBS, ASSISTANT TO THE AGRICULTURAL ADVISER TO THE GOVERNMENT OF INDIA.

1. The object of this note is to point out an opportunity that, in the light of recently established educational theory, seems to present itself at this juncture in the history of the Agricultural Department and the reorganisation of Education in India.

2. Briefly, the Agricultural Department has found that—owing to the inferiority of the output of secondary schools, referred to in paragraph 19 of the Resolution of the Government of India in the Education Department, dated the 21st February 1913,—it is impossible to obtain satisfactory recruits for the Departmental staff, without giving them a special education of greater length than is justified by the small number of recruits required, and there is no immediate prospect of developing a sufficiently large body of improvements in technique to attract any considerable number of private students for an extended course of technical agricultural education.

The Colleges in two Provinces have, in fact, absolutely failed, and only in Bombay, where the Agricultural Diploma Course has been allowed to be used as a stepping-stone to an Arts degree, has a full complement of students been secured.

3. A simpler practical course has been recommended for other Colleges which, it is hoped, is sufficiently technical to attract the sons of practical agriculturists, and sufficiently scientific to be of some value as a general education; but it is at best an unsatisfactory compromise, and its value will depend entirely on the methods of teaching adopted, while the teachers in Agricultural Colleges are in no sense professional educationalists.

The greatest success likely to be attained by a College adopting this course would be that of a technical school, teaching and explaining improved methods of agriculture, an easy enough thing perhaps in a new country like America, where the scientific examination of an unexplored field leads immediately to practical economies and provides material for education in the form of a whole new technique; but quite another thing in India, where the crowded population consists of men whose ancestors have, for generations, been skilled agriculturists resident in one place and where, pending a thorough investigation of the rationale of the best existing practices, most improvements must be in material (seeds, implements and manures) rather than in method.

4. There is indeed little doubt that the recent multiplication of Agricultural Colleges and Schools throughout the world has been founded largely on experience gained under the peculiar conditions of American agriculture. General educational theory and practice, on the other hand, condemn absolutely the mere technical instruction of young persons. In fact, Dr. Bailey, Director of the New York State College of Agriculture, and himself one of the leaders in Agricultural Education in the United States, puts the case very clearly in a passage quoted on page 39 of Dr. Coleman's report on Agricultural Education recently published by the Mysore State. He says: "The Agricultural Colleges have all along made the mistake of trying to make farmers of their students, by compelling them to take certain 'practical' courses, forgetting that the spirit and method of the institution are what make the work vital and what send the youth back to the land."

The qualified success even of English Agricultural Colleges is probably due to the fact that it has hitherto not been possible to get an education in elementary rural science in the common schools.

5. But the Agricultural Department in India has not only undertaken the experiment of giving in an Agricultural College the quasi-technical course mentioned in paragraph 3 above. The Board of Agriculture has recommended for the consideration of the Local Governments the question of starting Vernacular Agricultural Schools, under the Agricultural Department, on the lines of those recently started in Bombay.

These schools represent frankly an attempt to introduce technical agricultural instruction, together with such subjects as village hygiene, into a general school curriculum which includes also the three R's but in the opinion of some, such success as they may have achieved is probably due rather to their advantages of *method* incidental to the study of any subject of practical interest to the pupil than to any particular *subjects* included in the curriculum.

Moreover, even if the establishment of these courses by the Agricultural Department is justified by the parlous condition of rural education in India, the educational functions of an Agricultural College cannot be said to be adequately fulfilled by their provision.

6. The Department does not, however, profess to be satisfied with this policy, which it has adopted only as a makeshift, and it has shown its appreciation of the root cause of its difficulties in the 10th and 13th Resolutions passed at the recent meeting of the Board of Agriculture at Coimbatore, in which it expresses its dissatisfaction with the education

of the country up to the Matriculation Standard, and its willingness to confer with the Education Department on the question of adapting rural education to rural needs.

So much for the educational difficulties of the Agricultural Department.

No. 301-C. D., Government of India, Department of Education.
Resolution, dated Delhi, 21st February 1913.

7. As regards general education, the policy of the Government of India is enunciated in the Resolution of February 1913, above referred to.

The necessity for radical reform is concisely admitted in paragraph 19.

The directions in which improvement will be sought is indicated in paragraphs 22, 24 and 25.

But these paragraphs refer to secondary education only, and it is probable that any real reform will have to be based on the reforms of education generally, outlined in paragraphs 8, 9 and 11 of the same Resolution.

For the purposes of this note, the most important principles of the policy outlined by the Government of India are :—

(1) “ The scheme of primary and secondary education for the average scholar should steadily, as trained teachers become available, be diverted to more practical ends, *e. g.*, by means of manual training, gardening, outdoor observation, practical teaching of geography, school-excursions, organised tours of instruction, etc.

No. 301-C. D., paragraph 8 (2).

And with special reference to secondary education, a school course is to be introduced complete in itself and of a modern and practical, character freed from the domination of the Matriculation examination and leading up to a school leaving certificate.

No. 301-C. D., paragraphs 23 (1) (d) and (e); paragraphs 24 and 25.

(2) The better training of primary school teachers is to be secured by the provision, preferably, as funds permit, of large central normal schools “ to which adequate practising schools are a necessary adjunct.”

Paragraph 11 (v).

It is intended ultimately to employ only graduates and trained teachers in secondary schools, multiplying and improving training colleges so that trained teachers may be available for public and private institutions.

Paragraph 23 (1) (a) and (3).

(3) Facilities for research are to be provided at collegiate centres, for “ Only when they know the methods of research by which the knowledge they are to impart is secured and tested, are teachers fully equipped for their work in the more advanced stages of education.”

Paragraph 9.

And from section (iv) of paragraph 11 of the Resolution it is to be inferred that the whole Resolution relates primarily to rural education, and that the above principles will be carried out in the light of this consideration.

While, therefore, the Education Department is confronted with the necessity of diverting primary and secondary education to more practical ends in the manner specified, including the elaboration of a comprehensive scheme for training teachers by the provision of practising schools and facilities for research ; the Agricultural Department, with similar objects in view, is independently contemplating the establishment of what can only be called amateur school courses ; having found that there is little demand for a purely Agricultural College course, while the isolated position of Agricultural Colleges precludes the idea of co-operation with other scientific Faculties as in a University institution.

9. It is from the point of view of this crisis in the development of agricultural and general education that the forward movement in educational theory offers a unique opportunity ; identifying, as it does, general education with the scientific educational use of the particular environment—which in India is usually an agricultural environment.

I attach a note by Mr. Howlett, who came out to India as an officer in the Education Department, showing more precisely the direction taken by the movement referred to.

Mr. Howlett himself took part in furthering the movement in its initial stages ; it has developed greatly since he left England and is now regarded as the coming force in education.

A similar movement is taking place in America, with regard specially to rural schools, and is referred to on pages 36 to 39 of Dr. Coleman's report on Agricultural Education mentioned above, a copy of which report is attached to this note.

Translated in the terms of the environment of an Indian village child, this movement identifies rural with agricultural education so far as school courses are concerned, leaving specialisation to the separate Faculties of a Collegiate or University institution.

10. Under a competent modern educationalist, Agricultural Colleges might, therefore, be developed into ideal institutions for giving the special training required by rural school teachers and scientific agriculturists ; by means of the evolution in connection with each college of a complete model English High School, the course in which would provide a

foundation for the higher education given in the College—a foundation which by common consent is not provided by the present primary and secondary education of the country.

It is probable that the impracticability [referred to in paragraph 11 (*iv*) of the above quoted Resolution on Education] of drawing any clear distinction between the curricula of rural and of urban primary schools in India, is due to the fact that it has not hitherto been practicable to maintain, in India, European educationalists whose interests were primarily rural, and who could revise a suitable system of rural education based on the proper use of an agricultural environment. If so, the establishment of Colleges in purely agricultural surroundings has removed the principal difficulty by providing a collegiate atmosphere and well equipped laboratories under ideally rural conditions, with full facilities for the elaboration of a rational system of rural English education.

11. If a modern educational enthusiast of sufficient experience, specially recruited by the Education Department, were attached to each Agricultural College, given the advantage of an advisory council of the experts of the Agricultural Department, and allowed a free use of the facilities available, he would have an unequalled opportunity for working out such a system of education; with a small class, and with a few picked assistants (perhaps chosen from among the Indian officers of the Agricultural Department) whom he would train as he went along, developing with successive years' classes a complete practising school for the training of teachers which would, at the same time, become a model High English School.

The initial demand for the students leaving the school would come from the Education and Agriculture Departments; the practising school, college and farm being used as might be necessary or possible to complete the education and apprenticeship of teachers and agriculturists. The prospects of the Agricultural Department would probably attract two or three of the best students every year, while, making due allowance for the rejection of defective boys during the long school course under close European supervision, the whole of the remainder could doubtless be utilised, either as teachers or clerks, in the Education Department.

But, if the high standard of efficiency of passed students proved the course to be the success anticipated, then there need be no anxiety as to the value of school-leaving certificates granted at the conclusion of this and of similar courses which would naturally be started elsewhere as teachers become available.

12. Only English education has been referred to here, because the enthusiast who is assumed as the foundation of the whole scheme must necessarily be brought out from England and, though the earlier stages of the course would have to be conducted (in his presence) in the vernacular, by the assistants whom he would have selected for training, it would clearly be advantageous to have secondary English classes under his supervision.

Provision for vernacular continuation schools would be made when a considerable number of Indian assistants had been trained in the new system.

Resolution, paragraphs 11 (iii) and 13.

13. The exact functions of the Agricultural Colleges in the scheme have not been clearly defined. Opinions probably differ as to how far advanced lectures in the sciences of Chemistry and Botany are necessary for rural school teachers, and for agriculturists; and it might, on the other hand, be necessary, later, to add Faculties in such subjects as manual training and mathematics for both classes of students, engineering for agriculturists only; and history and geography for teachers only; but there would seem to be no reason why the training even of vernacular rural school teachers, whatever form it might take, should not become the main object of an Agricultural College, pending the development of a demand for higher agricultural instruction, which would still be the main object of the Agricultural Department and the ultimate aim of the whole institution.

When rural education on the one hand has been put on a sound basis, and agricultural investigation on the other has produced a considerable body of improvements in Agricultural technique, the ideal of *Agricultural Collegiate* education will be purely technical, highly specialised courses in Agricultural industries, fruit-growing, dairying, the preparation for market and packing of agricultural products generally (fibres, etc.),—all connected with an experimental station and a model farm where fresh economies in farm practice are worked out and demonstrated.

That time is not for another 20 years. Meanwhile, the Colleges may well be used as the hub of a rural educational system, perhaps to be developed later, in the freedom of a rural atmosphere into complete rural Universities with Faculties of Technical Agriculture, Education, and Rural Economics, in addition to those of the more fundamental sciences already provided for.

14. But an amateur at education cannot usefully go far into the details of any such scheme. The general lines that development might very likely take have merely been indicated here in order to show the possibility of turning the difficulties of the Agriculture and Education Departments to account by invoking the help of the recent forward educational movement in England.

The practicability and the exact means of doing so would naturally be settled by a Committee appointed with special reference to the 13th Resolution of the Board of Agriculture at Coimbatore in which that Board gave expression to its anxiety to confer with the Education Department on the subject of rural education.

Such a Committee might represent the three interests concerned, Indian Agriculture and Education, and the modern educational movement referred to.

The names of Sir Alfred Bourne, Dr. Coleman and Messrs. Woodhouse and Barnes suggest themselves to any one who attended the recent meeting of the Board of Agriculture. Mr. Howlett's note mentions Mr. De la Fosse as representing modern tendencies in Indian education and Mr. Edmond Holmes, formerly Chief Inspector of Elementary Schools in England, who would perhaps be the ideal representative of the English movement if his services could be secured.

Many of us are too well acquainted with the defects of the educational system which was almost universal in England up to twenty years ago. In its most general aspect this system seems to be an outcome of the occidental tendency to attach undue importance to the outward visible sign, at the expense of the inward spiritual grace; to look for "results," and to regard them as more important than the mental condition which produces them.

I quote from memory from Mr. F. P. Dunne ("Mr. Dooley"), who has not inaptly described one aspect of the old system when he remarks "It madders little what ye tache them, providing 'ye only make 'it sufficiently onpleasant." The idea was that the "stubborn child" had to be dragooned into the performance of certain tasks which had little or no reference to the requirements of his subsequent career, but which had as their object the lodgment in his mind of particular items of information calculated to enable him (and incidentally his teacher and his school) to make "a good show" in the annual examinations. Examiners were naturally expected to confine their questions to the narrowly delimited boundaries of an official syllabus, and in cases where there was reason to suspect an examiner of tendency to stray beyond these boundaries it was regarded as a feather in the cap of the teacher if he could "spot" the probable direction from which this unfair attack would be delivered, and strengthen the defences of his pupils by supplying them with just enough information to fill up that particular breach in their mental palisade.

The notion of a palisade leads one naturally to the main distinction between the old and the new ideas. In the former no account is taken of the inner contents of the child's mind; that is treated simply as "ignorance" which must be covered up and fenced in with such information as is thought proper. Information is assumed to be synonymous with knowledge, and to be the sole criterion of intelligence. A multitude of facts, some of them in more or less orderly arrangement and more of them quite uncorrelated and unarranged, are "hammered into" the outer layers of ignorance in those areas which will come into contact, not with the necessities of after life, but with the scheduled requirements of a system which inculcates the fundamental idea that mechanical obedience to authority is the only way to success.

In contrast to these processes of palisading the mind with facts applied from the outside, modern methods take as their basis and starting-point the ideas already present in the child's mind, its knowledge of the ordinary every-day things of life. This knowledge, scorned by the scholastic, already constitutes a considerable body of experience. In extending it the teacher takes advantage of the results of psychological research, particularly of enquiries into the physiological psychology of attention, and the laws governing the association of ideas.

The main principles may be said to be as follows: that progress is always from the known to the unknown, new facts and ideas being shown, not as isolated phenomena, but in relation to things with which the child is already familiar as being incidents of his ordinary environment. From these he is led on to apprehend and comprehend fresh relations more extended or more complex in character. When fresh ideas or relations are to be impressed, care is taken that they shall be suitably and firmly associated with what is already present in the mind, they are presented in such a manner as will secure the maximum amount of attention, sometimes by the simultaneous stimulation of the organs of sight, hearing, and touch, and sometimes by other methods not dissimilar in principle.

In the process of extension every opportunity is taken of utilising the natural instincts or special abilities of the pupil himself, in so far as the encouragement of individuality does not interfere with an all-round development; the pupil in reality educates himself, with the teacher's help, to obtain a view of his own environment at once broader and more detailed than anything he would have got by his own unaided efforts; and this view will moreover be based upon a sound body of correlated knowledge (as opposed to disjointed pieces of information) fit to serve as a solid and reliable foundation for subsequent special studies in particular directions.

The consequence of thus reversing Mr. Dooley's method of making the process of education attractive, of taking advantage of natural tendencies and natural psychological processes in the acquisition of new ideas and the encouragement of initiative, of consolidating the child's experience into an organic whole, and so leading him to a correct mental perspective and an unconscious familiarity with the methods of independent thought is twofold.

It fosters individuality and produces boys with confidence and initiative: the genuineness and homogeneity of their knowledge seems in itself to give them character and the habit of tackling a thing honestly. I speak here from personal experience.

Beyond this there is the undoubted fact that pupils educated by these methods can make far more solid progress with far less effort than on the old system. Here also I can speak from experience, and can recall a little experiment in which three small Indian children learnt

with rapidity to speak English which was not only good but free from the ordinary faults of accent and intonation. In England of late years really remarkable results are being achieved in the teaching of modern languages, mathematics, geography, and natural science generally, and there can be little doubt that an up-to-date enthusiast would find in India material with which excellent results might be achieved.

It might be objected that methods which are excellent at Home may nevertheless be a comparative failure in India. In the present instance this is unlikely to be true, since it is the child's environment which is the backbone of the whole teaching, and which provides all along the raw material (of familiar facts and ideas) which is to be worked up and combined in his brain. The environment cannot fail therefore to determine to some extent the nature of the finished product, and it would be futile to attempt to give a rural education in any but a rural environment: the methods themselves, however, are applicable under any conditions, so long as the teacher himself has a sufficient knowledge of these conditions, and this amount of knowledge would not be difficult to acquire.

NOTE BY MR. HOWLETT REFERRED TO IN PARAGRAPH 9 OF MR. DOBBS' NOTE.

The success of a scheme such as that suggested by Mr. Dobbs would naturally depend to a considerable extent on the choice of really suitable men at the start, and this choice would have to be made in England. While the Indian advisory committee should naturally not be overweighted with officers who have had no opportunity of keeping abreast of the latest developments, it should include at least one member possessed of a wide and intimate knowledge of primary education in India. In this connection the name of Mr. De la Fosse suggests itself as that of a sympathetic and practical administrator in touch with modern notions. As an adviser in the matter of appointments from England of suitable teaching experts, it would probably be difficult to suggest one better qualified than Mr. Edmund Holmes, formerly of the Home (Education) Department, and very well known in educational circles for his able championship of reform in methods of teaching.

PROCEEDINGS OF THE
DEPARTMENT OF REVENUE AND AGRICULTURE, MAR. 1916.

Board of Agri. recommendations *re* Agri. Education.

[Pro. No. 6

- (1) RECOMMENDATIONS OF THE BOARD OF AGRICULTURE IN INDIA, 1913, File No. 64
REGARDING AGRICULTURAL EDUCATION. of 1916.
- (2) CONFERENCE ON AGRICULTURAL EDUCATION AT PUSA ON 4TH AND 5TH
FEBRUARY 1916.
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No. 6

Serial No. 1.

No. 6.

No. 44, dated Simla, the 13th January 1916.

File No. 64 of
1916.

From—F. NOYCE, Esq., I.C.S., Under Secretary to the Government of India, Department of Revenue and Agriculture,

Serial No. 1

To—The Agricultural Adviser to the Government of India.

I am directed to inform you that the Government of India have invited the Honourable Mr. Lalubhai Samaldas, C.I.E., Bombay, and Rai Jawala Prasad Bahadur, Government Pleader, Arrah, to attend the Conference on Agricultural Education to be held at Pusa on the 4th February next, and that they are pleased to sanction the grant to each of these gentlemen of the usual travelling and halting allowances admissible under the Civil Service Regulations to a first class gazetted officer.

2. I am also to say that the Government of India authorise you to meet the expenditure on this account as well as any other expenses in connexion with the Conference itself, as distinct from the meeting of the Board of agriculture, by reappropriation from savings anticipated in the budget estimates of the Imperial Department of Agriculture in India for the current year under the head of "Salaries of gazetted officers". The necessary reappropriation statement should be submitted to this Department in due course.

No. 45.

Endorsed by the Government of India, Department of Revenue and Agriculture.

Copy forwarded to the Finance Department, for information.

No. 7.

Telegram No. 241-C., dated Delhi, the 18th January 1916.

Serial No. 2

From—F. NOYCE, Esq., I.C.S., Under Secretary to the Government of India, Department of Revenue and Agriculture,

To—The Chief Secretary to the Government of the United Provinces.

Your demi-official No. 92-C., 16th instant. Attendance of de la Fosse at Pusa on 4th February not essential but it is hoped it may be possible for him to come either on 5th or 6th.

No. 8.

No. 264-C.-277-C., dated Delhi, the 21st January 1916.

Serial No. 3

From—R. A. MANT, Esq., I.C.S., Secretary to the Government of India, Department of Revenue and Agriculture,

- To—
1. B. COVENTRY, Esq., C.I.E., Agricultural Adviser to the Government of India.
 2. G. F. KEATINGE, C.I.E., Director of Agriculture, Bombay.
 3. J. MACKENNA, Esq., I.C.S., Deputy Commissioner, Myaungmya.
 4. A. C. DOBBS, Esq., Deputy Director of Agriculture, Bihar and Orissa.
 5. R. W. B. C. WOOD, Principal, Agricultural College, Coimbatore, Madras.
 6. D. CLOUSTON, Esq., Deputy Director of Agriculture, Central Provinces.
 7. G. CLARKE, Esq., Agricultural Chemist, United Provinces.
 8. J. H. BARNES, Esq., Agricultural Chemist and Principal, Lyallpur.
 9. The HON'BLE MR. C. DE LA FOSSE, Director of Public Instruction, United Provinces.
 10. S. H. FREMANTLE, Esq., C.I.E., Collector of Allahabad.
 11. The HON'BLE MR. J. G. CUMMING, C.I.E., Bengal.
 12. The HON'BLE MR. H. SHARP, C.S.I., C.I.E.
 13. The HON'BLE MR. LALUBHAI SAMALDAS, C.I.E., Bombay.
 14. RAI JAWALA PRASAD BAHADUR, Arrah.

I am directed to send you herewith a copy of the heads for discussion at the Conference on Agricultural Education which will meet at Pusa on the 4th February next.

List of subjects to be discussed at the Conference on 'Agricultural Education' to be held at Pusa, on February 4th, 1916.

AGRICULTURAL COLLEGES—

1. Should the objective of the Agricultural Colleges be merely the provision of suitable candidates for service in the Agricultural Department or should they aim at providing a liberal and scientific education in Agriculture which would be as complete as possible and would attract not only students who aspire to the higher posts in the Agricultural Department, but others who wish to take up higher studies and research work in Agriculture for their own sake?
2. Is it possible to combine both these aims, and if so, would it be an advantage if the Colleges were affiliated to the different Universities?
3. If both aims were combined, is the best method of procedure the combination of a two years' course, intended mainly for candidates for subordinate posts in the Agricultural Department, with a further course of a more scientific character which would lead up to the full diploma or to a B. Sc. degree, the total length of the two courses being about four years?
4. Is it desirable that any instruction in the vernacular should be given at the Agricultural Colleges either in the form of the two years' course referred to in (3) or in that of short vernacular courses outside the ordinary colleges courses intended for the sons of Zamindars and others farming their own lands?

AGRICULTURAL INSTRUCTION FOR AGRICULTURISTS—

1. Should the idea of giving an agricultural tinge to elementary education generally in Primary Schools be definitely abandoned?
2. If so, is it desirable that there should be any general extension of the Bombay system of vernacular agricultural schools both in the Bombay Presidency itself and in other provinces.
3. Should such schools be controlled entirely by the Agricultural Department or by the Agricultural Department in co-operation with the Education Department? How should the teaching staff for them be recruited?
4. In what ways can the cultivator who is working his own land be educated or continue his education in Agriculture? Are demonstration and instruction on the Agricultural Department's own farms sufficient and are they preferable to vernacular or agricultural courses in connexion with the Agricultural Colleges?

Serial No. 4.

Press Communiqué.

No. 9.

Dated Delhi, the 21st January 1916.

Question of Agricultural Education.

The question of Agricultural Education has for some time been under the consideration of the Government of India, and in order to obtain the advice of experienced officers of all the Departments concerned as well as of non-official gentlemen who have taken a special interest in the subject, it has been decided to convene a small informal conference at Pusa on the 4th of February, 1916, under the presidency of the Hon'ble Mr. C. H. A. Hill, C.S.I., C.I.E., to discuss the subject in all its bearings. The main questions which will come under the consideration of the Conference are as follows:—

1. *Agricultural Colleges.*—The objective of the Agricultural Colleges, i.e., whether they should aim merely at the provision of suitable candidates for service in the Agricultural Department, or also at providing a

liberal and scientific education in Agriculture with a view to encouraging higher studies and research work ?

2. The affiliation of the Colleges to Universities.
 3. The course of study to be pursued at the Colleges.
 4. Instruction in the vernacular at the Colleges or outside the ordinary College courses.
 5. *Agricultural Education for agriculturists*.—The abandonment of the idea of giving an agricultural tinge to elementary education in Primary Schools.
 6. The extension of the Bombay system of vernacular Agricultural Schools.
 7. The control of such schools and the recruitment of the teaching staff.
 8. The education of the cultivator who is working his own land.
2. The following gentlemen will probably attend the Conference—
1. The Hon'ble Mr. C. H. A. Hill, C.S.I., C.I.E., President.
 2. Mr. B. Coventry, C.I.E., Agricultural Adviser to the Government of India.
 3. Mr. G. F. Keatinge, C.I.E., Director of Agriculture, Bombay.
 4. Mr. J. MacKenna, I.C.S., Deputy Commissioner, Myaungmya.
 5. Mr. A. C. Dobbs, Deputy Director of Agriculture, Bihar and Orissa.
 6. Mr. R. W. B. C. Wood, Principal, Agricultural College, Coimbatore, Madras.
 7. Mr. D. Clouston, Deputy Director of Agriculture, Central Provinces.
 8. Mr. G. Clarke, Agricultural Chemist, United Provinces.
 9. Mr. J. H. Barnes, Agricultural Chemist and Principal, Lyallpur.
 10. The Hon'ble Mr. C. F. de la Fosse, Director of Public Instruction, United Provinces.
 11. Mr. S. H. Fremantle, C. I. E., Collector of Allahabad.
 12. The Hon'ble Mr. J. G. Cumming, C.I.E., Bengal.
 13. The Hon'ble Mr. H. Sharp, C.S.I., C.I.E.
 14. The Hon'ble Mr. Lalubhai Samaldas, C.I.E., Bombay.
 15. Rai Jawala Prasad Bahadur, Arrah.

No. 10.

Dated Arrah, the 2nd February 1916.

Serial No. 5.

From—RAI BAHADUR JAWALA PRASAD, B.A., L.L.B., Judge-designate, Patna High Court, Arrah,

To—The Secretary to the Government of India, Department of Revenue and Agriculture.

I am in receipt of your demi-official No. 211-C., dated the 7th ultimo.

I am much obliged to Government of India for having invited me to take part in the Agricultural Conference at Pusa on the 4th February, 1916. But for the High Court opening and other ceremonies connected therewith on the 3rd and my previous engagement at Benares on the 4th in connection with the Foundation Stone Ceremony of the Hindu University, I would have been very glad to avail myself of the invitation. As it is, I extremely regret having to deny myself the honour of being present at the Conference which I am sure will

conduce to the betterment of the present condition of agricultural education. The subjects proposed to be taken up are of vital importance—

- (a) There is, no doubt, a great difficulty in securing qualified teachers to impart agricultural tinge to elementary education in Primary Schools. This may be a very strong reason to disassociate it from the curriculum of Primary Schools but I am strongly of opinion that agricultural education to be useful to the country must be diffused broadly in the agricultural classes in the rural areas. Not only will it impart a scientific tone to the present mode of cultivation whereby the maximum of benefit will be derived from a minimum of labour and cost, but the empirical and practical knowledge that village cultivators possess as a matter of hereditary instinct will give very valuable information to the Agricultural Department which can be reduced into scientific formulae. I, therefore, think that in separating the Agricultural education from the Primary Schools vigorous attempts should be made to start in important rural centres, Primary schools for agricultural education.
- (b) I think that the experiments in Bombay of organising agricultural schools should be extended to other Provinces, and would add that simple lessons on agriculture in vernacular should be distributed broadcast among the agricultural population. I know that the village education as regards the 3 R's is fast progressing and that small pamphlets on sanitation distributed in the villages by the District and Local Boards have been widely read and utilized by the people.
- (c) I am against the affiliation of Agricultural Colleges to the existing Universities for the reasons stated in your letter under reply as well as for various other reasons that I need not discuss here in detail. I certainly do think that there should be a separate University for agricultural education which may not be possible to be found in a near future but it should always be kept in view. The fusion of all the branches of education into one University impedes progress and compromises the efficiency and the ideal of one another.

Referring to the list of subjects to be discussed at the conference received in your No. 277-C., dated the 21st ultimo I think the views given above will cover those questions also. I shall be obliged if you kindly send me a copy of the proceedings. I have read with pleasure and profit the pamphlets received with your No. 59-C., dated the 27th November 1915.

Serial No. 6.

Dated Arrah, the 11th February 1916.

No. 11.

From—RAI BAHADUR JAWALA PRASAD, B.A., L.L.B., Judge designate, Patna High Court,

To—The Secretary, Agricultural and Revenue Department, Government of India, Delhi.

I have the honour to forward to you a letter from one Munshi Laxmi Narain, Pleader, Aurangabad. I think his Magazine "Grihastha" should be encouraged by the department if approved. He is willing to improve the paper and to publish such information as the department considers useful for the Agricultural classes. The public bodies seem to have found it useful as well as the education department as will appear from the Director of Public Instruction's letter No. 17779-782-4 P. 26-15, dated 23rd September 1915, to the Inspector of Schools, Patna Division (copy enclosed).

I shall feel highly obliged by your kindly sending me the full report of the proceedings of the Pusa Conference and of the resolutions passed thereat. I have, no doubt, read them with very great interest in the papers and most of them appeared to me commendably practical.

I regret very much my inability, on account of previous engagements to attend the Conference as explained in my last letter of the 2nd instant which I believe reached you in time. It was a surprise that two important functions at Benares and at Pusa should have been held on the same date.

I have lately been to some of the villages in this district and I have gauged the feelings of the people and I think an experimental Agricultural School near Behea in this district can with profit to the public and to the department be started.

Demè-official, dated Aurangabad, the 29th January 1916.

From—MUNSHI LAXMI NARAYAN, Pleader, Aurangabad,

To—RAI BAHADUR JAWALA PRASAD, Arrah.

I am glad to learn that you are one of the members of the Conference for Agricultural Education in India to be held on 4th proximo.

To impart agricultural education to the masses it is necessary to supply them free of cost some Hindi pamphlets or magazine dealing in agriculture.

I have started a Hindi Monthly Magazine, called "Grihastha" which deals in Agriculture, Industry and Co-operation—it is being subscribed by the District Boards for their Schools—by the Registrar, Co-operative Societies and by Central Banks and Societies as well as by the Director of Agriculture. I give a copy of the letter of the Director of Public Instruction for your kind perusal which will give you an idea of how the paper is being appreciated by the officials and the public.

I shall improve the paper in any way desired by the Agricultural Department. May I hope that you will kindly patronize the paper and if the Conference approve of any Hindi periodical being promulgated by the department in the masses it may be pleased to grant a chance to "Grihastha." This shall oblige me, most highly.

•Not received.

P.S.— I am sending an application* to the President of the Conference.

Copy of letter No. 17779-782-4 P. 26-15, dated the 23rd September 1915, from the Director of Public Instruction, Bihar and Orissa, to the Inspector of Schools, Patna Division.

I have the honour to draw your attention to a monthly Hindi Magazine named "Grihastha" which is being produced by Lakhashimi Narayan Lall, Honourary Organiser and Deputy Chairman of the Aurangabad Central Bank. The Magazine is written in very simple language and its object is to encourage co-operation and to bring about the agricultural and industrial regeneration of India, as well as to spread the knowledge of sanitation and Hygiene. The cost is only Re. 1 per annum plus postage. It is suggested that the paper might be useful to Vernacular Schools, in your Division.

No. 12.

No. 343-C., dated Delhi, the 22nd February 1916.

Serial No 7.

FROM—The HON'BLE MR R. A. MANT, I.C.S., Secretary to the Government of India, Revenue and Agricultural Department,

To—RAI BAHADUR JAWALA PRASAD, B.A., L.L.B., Judge-designate, Patna High Court, Arrah.

I am directed to acknowledge the receipt of your letters, dated the 2nd and 11th February 1916, respectively, and to say that they will receive due attention when the report of the proceedings of the Agricultural Conference held at Pusa on the 4th instant is received.

REFERENCE.

Agri. A Pros., Apl. 1914, Nos. 36 to 42. (File No. 50 of 1914).

" A. Sept '16 - nos. 14-15 - 764.

" A. June '17 - " 41-50 - 764 of '16.